AGENDA / MINUTES OF
THE OPERATIONS AND
FINANCE COMMITTEE

JAN. 9, 1996

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1996 01 09

Confirmation of the minutes of regular meeting of 1995 12 12 and special meeting of 1995 12 07.

GENERAL

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

1996 01 09

TO: **THE CHAIRMAN AND MEMBERS**
OPERATIONS AND FINANCE COMMITTEE

FROM: **THE ACCOMMODATION COMMITTEE**
P. Gillie, Superintendent - Administrative and Operational Services

RE: **UPDATE ON THE STATUS OF ACCOMMODATION FOR 1995 AS PRESENTED IN THE 1994 ACCOMMODATION REPORT**

REPORT: **DECISION**

BACKGROUND :

NOTE: This Report is referenced to the 1994 Accommodation Report.

1. As funding sources have been changing and human and time resources have become limited the procedures for accommodation planning and management have also been changing. This is the case within the Board and within the Ministry of Education and Training.

2. In the past few years the Canada Ontario Infrastructure Works program has assisted the Board to replace roofs and phase one of the renovation of Glendale Secondary School. This program will end in March 1997. Expenditures scheduled for phase III of C.O.I.W. total $630,000 for three more roof replacements. (Appendix A)

3. The Facilities Renewal Program introduced by the Ministry of Education and Training will further assist the Board in bringing about improvements to its buildings. The Program is intended to supplement boards' existing programs and not to replace programs for maintaining, repairing and renovating facilities. Buildings 20 years of age and greater are prime targets. For 1996-97, the allocation for the Board is $2,225,728. The Board share under Facilities Renewal is $644,637 and the Ministry share under the Capital Loan Program is $ 1,581,091. (A description of the Capital Loan Program is found on page 57 of the 1994 Accommodation Report) A similar allocation is anticipated for 1997-98 and 1998-99, subject to any funding decisions that may result from upcoming Provincial Budgets. (Appendix B)

4. The Ministry of Education and Training has retained the data submitted as part of the 1994 Capital Expenditure Forecast and updated last year as part of the 1995 Capital Expenditure Forecast. The submission for the Hamilton Board is contained on pages 59 to 61 of the 1994 Accommodation Report. Page 61 details items for consideration under the Facilities Renewal Program. New Capital Expenditure Forecast information is not being requested by the Ministry this year. Boards may update the information on file whenever appropriate. A letter was sent to the Ministry in November advising that some changes are contemplated, upon approval by the Board. Based on the submission on file initial application forms have been filed for November 30, 1995. (Appendix B)

5. Enrolment continues to be stable. Growth will continue on the south mountain. With fewer new housing starts growth is projected to be gradual until there is a marked and lasting upward turn in the economy. No portables were purchased last year. Relocation of portables and transportation of students to available classroom space has accommodated enrolment increases. Continuing with this approach in 1996 is reasonable and affordable. Changes in Secondary Program require a re-examination of forecast criteria for future planning. (Appendix C)

6. The 1995 Budget Request for Preventative Maintenance Programs was $3,784,000. The entire 1995 Budget Request for Capital Projects and Acquisitions across the System was 10.5 million dollars. In the final analysis, in order to meet the 1995 Budget Mandate, 6.1 million dollars were cut from this budget. The total 1995 budget after reductions for daily operations and Capital work combined is 3.02 million dollars. In 1994 the actual expenditures on daily operations alone was 3.1 million dollars. The Program of Preventative Maintenance has fallen further behind and the condition of our buildings due to deferral decisions is deteriorating to the point where the cost of repair is doubling and tripling. The only areas that have proceeded are those in which other funding sources were available. (C.O.I.W. , Asbestos Grant and Performance Contract for Boiler Replacement) In 1995 the allocation of monies per square foot to maintain our buildings works out to be about 50 cents, far below any reasonable norm. (Appendix H)

7. The Major Renovation Program has also slowed down in order to delay and defer debt charges. The Replacement of Queen Mary School and Phase I of Renovations for Glendale Secondary School were the only two projects carried out last year. Renovations to Central and Phase III of Hill Park were deferred. (Appendix F)

8. Minimal progress has been made on the recommendations from the 1994 Report. The 1994 Accommodation Report is being resubmitted for the 1995 Accommodation Report for further consideration for the 1996 Budget.

ISSUE

To determine the position of the Board on financial support for the 1996 Budget for the maintenance, repair and renovation of its facilities. (Appendix G)

RECOMMENDATIONS :

1. The schedule of projects summarized in Appendix D be approved for the 1996 Budget and the revised schedule, Appendix D1 - Facilities Renewal be filed with the Ministry of Education and Training.

2. The 1996 Approved Budget include, in addition to monies budgeted for Preventative Maintenance, the Board share of $ 644,637 for Facilities Renewal.

3. An amount up to $ 100,000 for minor renovations (items over $ 10,000) be included in the 1996 Budget for school needs.

4. Boilers identified for 1996 be purchased by tendering for a limited performance contract, following the process outlined in Appendix E.

5. An amount of $ 60, 000 be included in the 1996 Budget for the relocation of portable classrooms.

6. a) The major renovation of Hill Park Phase III be completed in 1996. ($ 1,500,000)
   b) The major renovation of Glendale Phase II be completed in 1996. ($ 2,000,000)

7. The Board approve in principle the sale of Properties as a source of capital funding.

RATIONALE :

1. The schedule was approved December 1994. The summary includes recommended changes.

2. The intent of the Facilities Renewal Program is to be supplemental to the operations of the Board in maintaining its facilities in good repair in accordance with the Education Act.

3. In order to compensate for the budget reductions under Capital in 1995, $ 800,000 of money allocated for use by schools for the identification of minor capital projects (eg. tack board, installation of sinks in classrooms, P. A. systems) was used to maintain day to day repairs.

4. The acquisition of capital items through leveraging existing money in the energy budget will free up money that would otherwise be needed for purchase. Such an approach will permit more structural work that is much needed to be carried out.

5. It is again recommended that new portables not be purchased in 1996. We do expect to have relocate 3 to 5 portables in 1996.

6. Major school renovations have proven effective in bringing up to grade a number of our facilities. The benefit in these renovations is the improvement that results in the mechanical and electrical systems and consequently a decrease in the cost of repairs. Renovations have contributed to shortening some of the long cycles in our preventative maintenance programs. In the 1994 Accommodation Report it was approved to proceed to the tender stage for Hill Park. This process is almost finished and a report will be forthcoming. These projects need to continue.

7. Our Capital Reserve Fund is in need of being built up. The process for the sale of sites takes up to two years, and does not always result in a sale. It is imperative that this process of financial improvement be expedited.

ATTACHMENTS

Appendix A	Schedule of Canada Ontario Infrastructure Works Program Projects approved March 1993
Appendix B	Description of Facilities Renewal Program
Appendix C	Summary of Enrolment Forecasts and Capacity
Appendix D	Summary of Capital Projects for the 1996 Budget
Appendix D1	Summary of Facilities Renewal Submitted to the Ministry of Education
Appendix E	Process for Tendering a Performance Contract to Purchase Boilers for 1996
Appendix F	Major Renovations
Appendix G	Budget Summary for 1996
Appendix H	Status Summary of Accommodation Projects

ACCOMMODATION REPORT
1995

Prepared by: **The Director's Accommodation Committee 1994-95**

COMMITTEE MEMBERS

Pat Gillie	Chair, Superintendent - Administrative and Operational Services
Greg Rutledge	Vice-Chair, Financial Services
Sandy Hill	Trustee Representative
Grant Darby	Trustee Representative
Murray Quinn	Superintendent of Schools, Lower City
Nancy Nicholls	Superintendent of Schools, Mountain
Rosaire Lavoie	Superintendent of Schools - French As A First Language
Frank Cooke	Assistant Superintendent of Program
Daryl Sage	Financial Services
Keith Seguin	Plant Department
Gail Christmas	Transportation Services
Joan Morse	Adult and Continuing Education
Sharon O'Halloran	President HWTA
Joyce Schumaker	President HWTA
Joyce Whittle	President OPSTF
Doug Robb	President OSSTF
Clement Bonin	President AEFO
Brian Castle	HPA Representative
Murray Kilby	HSSPC Representative
Wanda Lane	Program Sub-Committee Chair
Maxine Martineau	Lower City Accommodation
Ted Ophoven	Lower City Accommodation
Eileen Collins	Mountain Accommodation
John Forbeck	Mountain Accommodation
Sheila George	Recorder and Administrative Assistant to Committee

APPENDIX A

SCHEDULE - A

PROJECT	LOCATION	PHASE I 35% APRIL 94 - MARCH 95	PHASE II 50% APRIL 95- MARCH 96	PHASE III 15% APRIL 96 - MARCH 97
Roof Replacement				
	Buchanan Park	145,000		
	Westmount II of II	300,000		
	Holbrook	180,000		
	Richard Beasley	360,000		
	G. L. Armstrong		120,000	
	Woodward		120,000	
	Franklin Road		220,000	
	Glendale			300,000
	King George -		300,000	
	Parkview			120,000
	Hill Park I of II			210,000
Interior Renovations				
	Glendale	150,000	1,400,000	
Boiler Replacement				
	Chedoke	130,000		
	Memorial	130,000		
	PHASE I	$1,395,000		-
	PHASE II	-	$2,160,000	
	PHASE III			$630,000
TOTAL PROGRAM				**$4,185,000**

A FACILITIES RENEWAL PROGRAM FOR SCHOOLS IN ONTARIO

A. INTRODUCTION

The Minister's June 9, 1994 memorandum to Board Chairs indicated that a change would be made regarding the funding to maintain investment in existing school facilities. As a result, many of the smaller renovation and upgrading projects submitted by boards in the 1994 CEF were not considered in the final determination for project-specific funding. The Minister also indicated that ministry staff would work with representatives from school boards and their associations in the development of a new program.

During last year a group of staff from the Ministry of Education and Training, with representation from the Capital and Operating Grants Administration and Strategic Funding branches and from the ministry's regional offices, met to develop recommendations regarding the introduction of a Facilities Renewal Program.

A formal consultation session, to which a number of stakeholder groups (i.e. OASBO, OSSBOA, ASFO, OPSOA, OCSOA, OPSBA, OSSTA, OTF, AFCSO, AFOCEC, CODE, CEFFO - Appendix E) were invited, was held to review the principles and concepts to be incorporated into a Facilities Renewal Program (specifically the factors to be considered in the allocation formula, and the administrative processes for the program). A similar discussion, but at a more detailed level, was held at the Operations, Maintenance and Construction (OMC) workshop sponsored by OASBO. The program described in this paper reflects those discussions.

B. OVERVIEW OF THE PROGRAM

Individual school boards are responsible for ensuring that their facilities are maintained in good repair and for providing a safe environment for students, teachers and staff. Each board is also responsible for ensuring that its facilities are accessible by the physically disabled and are energy efficient. The Facilities Renewal Program will provide funding to assist boards in meeting these obligations. It is intended to supplement, not replace, boards' existing programs to maintain, repair and renovate their facilities.

Funding provided through the Facilities Renewal Program will be distributed among boards on a formula basis. (Section C below documents the formula which will be used to calculate allocations for individual boards.) Boards will be free to utilize their allocations for projects meeting specified program criteria according to their own priorities.

For the most part these program criteria are broadly defined. From time to time, however, more specific criteria may be stipulated to better reflect government priorities. (For example, in 1991 the formula-based allocation under the Anti-Recession Program for colleges and universities required that at least one-third be utilized for projects which would result in greater accessibility for students with special needs.)

As was the case with the Canada-Ontario Infrastructure Works (COIW) program, the funds provided through the Facilities Renewal Program are intended to be used to improve facilities used directly by students. The funds are not intended for use in financing projects on facilities which are used for administrative or ancillary purposes, or to improve rented or leased premises. Since there are limited funds available to meet all needs, the ministry believes that they should be utilized for facilities which support the teaching/learning process.

With the freedom to select their own projects, boards will be in a much better position to maximize the value obtained with the taxpayers' dollars. Operating the Facilities Renewal Program in this way will greatly reduce the administrative burden for the school boards and the ministry. Further details regarding administration of the program and the types of projects that would be eligible for funding support under the Facilities Renewal Program are presented in Section D below.

The Facilities Renewal Program is intended to assist boards to develop and implement longer term rehabilitation and renovation programs for their existing schools. The ministry has made a commitment to school boards that the total amount available for distribution under this program would remain constant at $67.5 million for at least a three-year period, i.e. 1996-97 through 1998-99.

C. THE DISTRIBUTION FORMULA

A formula-based facilities renewal program has been in use since 1986 to assist colleges and universities to repair, maintain and renovate existing facilities. These formulas derive allocations for each institution and are different for each sector. Each is geared to suit the type of institution it serves and contains provision for a minimum "floor" allocation for each one. The Facilities Renewal Program for school boards will contain a similar provision.

The most recent example of a formula-based capital allocation in the school board sector is the Canada-Ontario Infrastructure Works program. Allocations under this program for individual colleges and universities were derived using the same formula used to derive institutional allocations under the Facilities Renewal Program. For school boards allocations reflected total enrolment and the rate of grant on ordinary expenditures. The formula did not provide for a minimum allocation for any school board.

The Ministry adopted three basic principles for the development of a formula to derive allocations of funds from the Facilities Renewal Program. First, it recognized that the formula should be seen as a distribution formula only. It should be seen as a vehicle to distribute a fixed amount of money – the total that the provincial government can afford to contribute to the rehabilitation and renovation of school facilities in Ontario – not an open ended formula whereby a board's allocation would increase if it increased enrolment, plant size or any of the variables used in the formula.

Second, it is recognized that if the formula is to be readily accepted by boards across the province it must be seen to be equitable. In order to meet that objective, the formula must be easy to both understand and explain.

Thirdly, it is believed that for the program to be successful over the long term, the formula adopted must be easily updated to reflect changing circumstances. The best way to achieve this objective is to develop a sound foundation for the formula so that changes to individual board allocations can be made simply by updating each of the data elements used in the formula without altering the basic structure of the formula itself.

In developing a formula to calculate allocations of funds from the Facilities Renewal Program for individual school boards, the Ministry started with the formula used to develop allocations under the Canada-Ontario Infrastructure Works program. Both the enrolment and the rate of grant were appropriate variables to include in such a formula.

Enrolment clearly reflected board size; the rate of grant on extraordinary expenditures reflected the level of support normally provided by the provincial government. Many of the board allocations under the COIW program, however, were quite small, and may not permit boards to implement effective long-term rehabilitation/ renovation programs. Accordingly, a decision was taken whereby each board would receive a base allocation of sufficient magnitude to achieve this objective.

It was also believed that some attempt to reflect differences in plant size and the age of schools ought to be made. Many different viewpoints were expressed, during the consultation process by individual school board representatives. The issue was discussed at length at the OMC workshop. Individuals on that committee work directly in facilities management in school boards across the province.

There was no consensus on the way in which age criteria should be incorporated into a formula. Opinions ranged from utilizing detailed information on the age distribution of school facilities to ignoring age differences completely. There was a majority view, however, that some form of age criteria be included in the distribution formula. It was felt that rehabilitation and renovation costs would increase as the floor area of board facilities increased and that repair and renovation costs as well as costs to improve energy efficiency would be greater for older facilities, particularly for facilities more than 20 years old – the age by which the building systems and interior and exterior fabric have begun to deteriorate to a significant degree. As a result, the allocation formula has been derived to reflect school facilities over 20 years of age.

In addition, it was believed that it would be appropriate to make an adjustment that took into account higher construction costs in different regions across the province. The committee noted that the General Legislative Grants recognizes additional expenditure required as a result of location through the "Goods and Services" adjustment. A similar adjustment has been made in the formula to distribute funding through the Facilities Renewal Program.

It was also recognized that there was a need to consider the number of school sites that a board must maintain in the formula used to determine individual board allocations under the Facilities Renewal Program. It is believed that a board which must maintain a number of schools over a wider geographic area will have higher rehabilitation/renovation costs than a comparably-sized board (in terms of both students and facilities) with fewer sites. This was addressed by incorporating the "Small School" adjustment factor (currently within the GLG) into the Facilities Renewal formula.

APPENDIX B

After consideration of a number of different scenarios, the following formula was adopted:

1. **Each board, regardless of the number of students or size of its facilities will receive a base allocation of 0.1 percent of the total amount being distributed through the Facilities Renewal Program.**

   Assuming a $67.5 million program, the base allocation for each board would be $67,500. This base allocation would permit small boards to mount effective rehabilitation/ renovation programs, but not significantly redirect resources from the larger boards.

2. **Each board will receive a share of the remaining funds being distributed through the Facilities Renewal Program with individual board shares being calculated by averaging the board's share of "provincially supported" enrolment and "provincially supported" school facilities over 20 years old, adjusted by the "Goods and Services" and "Small Schools" factors.**

   Details of the calculation of the share of "provincially supported" enrolment for each board based upon the most recent data available (i.e. 1994 Enrolment) are provided in Appendix A.

   Details of the calculation of the share of "provincially supported" school facilities over 20 years old based upon data obtained in a survey of boards this past summer are provided in Appendix B.

Under this formula:

- Differences in the costs to mount effective rehabilitation/ renovation programs resulting from differences in construction costs across the province, and the number of school sites which must be maintained, have been taken into consideration;

- The higher costs associated with rehabilitation/renovation projects in buildings over 20 years of age have been taken into account. (Note: This does not mean to imply that Facilities Renewal Program funds must be utilized only in school facilities which were constructed more than 20 years ago.)

- A reasonable balance has been struck between differences in the utilization of school facilities and the need for boards to keep schools open. This balance could not be achieved if only the enrolment share or the facilities share were used.

- The data used in the formula can be easily updated. Data on enrolment is submitted annually as part of the September reports. The information on school facilities over 20 years old is readily available in records maintained by boards for insurance purposes. (Appendix C provides a summary of the facilities data compiled by the Ministry this past summer.)

Table 1 illustrates the individual board allocations of the $67.5 million available for distribution in 1996-97. These allocations are based upon the most recent data available (i.e. enrolment figures reported in the 1994 Estimates data; facilities information as reported in Summer 1994). Allocations for 1997-98 and subsequent years will be derived using the same general formula, but using the best data available in Spring 1996 etc.. Boards will be notified before November of the year prior to the FRP funding year.

As indicated above, the Facilities Renewal Program is intended to supplement, not replace, board programs to rehabilitate/renovate school facilities. The Canada-Ontario Infrastructure Works program required a local share for school board projects to be undertaken in 1994-95 and 1995-96. Similar contributions will be required under the Facilities Renewal Program.

The participants at the OMC workshop unanimously supported the notion of a provincial-local cost sharing arrangement in which boards would be required to contribute to school facilities renovations and renewal in accordance with ability to pay. Using the rate of grant on Recognized Extraordinary Expenditure as a measure of ability to pay, Table 1 illustrates the local share required by each board.

D. ADMINISTRATION OF THE PROGRAM

As mentioned above, the funds provided through the Facilities Renewal Program are intended to be used to improve facilities used directly by students. Boards will be free to utilize their allocations for projects according to their own priorities which meet criteria set out for this program, and modified as necessary to reflect changing government priorities.

The following types of projects are eligible for funding support:

- repairs made to the fabric and structure of existing school buildings, including alterations required as a result of legislation administered by Ministries such as, Health, Labour, Environment and Energy or the Office of the Fire Marshall;
- renewal or replacement of building service equipment (e.g. electrical or mechanical systems) in existing schools;
- repairs and renovations to improve energy efficiency in existing schools;
- alterations and renovations to existing schools to enhance program delivery and to facilitate linkages with the Ontario Education Information Highway;
- renovations to existing schools to provide barrier-free access to all students and to facilitate the integration of students with special needs; and
- all associated work on utilities and site services at existing schools.

The funds are not generally intended to support the purchase of instructional equipment or furniture and furnishings, except in situations where these purchases complement a renovation project. In such a case, it is expected that the expenditures for furnishing and equipment would not exceed fifteen percent of the total project cost. Built-in furnishings and equipment and building systems equipment would be considered to be construction costs and would not negatively impact a project's equipment content.

It is essential that school boards and the Ministry of Education and Training (MET) be able to demonstrate that funds are used for this purpose and that good value is being obtained with the taxpayers' dollars. Boards are encouraged to consult with student, employee, parent and community groups, as appropriate, in the selection of projects to be funded through the Facilities Renewal Program. Boards are also expected to implement processes to select consultants and contractors involved with these projects in a fair, competitive and open manner.

Boards are to give appropriate consideration to both English and French sections in the establishment of the priorities of projects selected for funding under the Facilities Renewal Program. (The consultation process referenced above may help to achieve this objective.)

In situations where a board has elected to transfer responsibility for capital improvements from a centralized service to exclusive jurisdiction, however, the board is required to allocate a portion of the funding under the Facilities Renewal Program to each of the French-language and English-language sections using a process consistent with the formula used to distribute funds among boards.

a) Conditions

Boards are advised that all work funded through the Facilities Renewal Program is to comply with all federal, provincial and municipal laws relating to construction and renovation projects. Boards must also comply with the Fire Code (Retrofit Section) when undertaking projects funded from this program. This code currently exempts boards from the requirement to renovate all existing buildings to comply with the code, but does not exempt boards from the need to comply with the Fire Code when renovations and alterations are made to existing buildings.

Boards are free to develop their own policies and procedures to ensure that the processes to select consultants and contractors are fair, competitive and open. Boards are advised, however, that ministry staff may request a copy of those policies and procedures.

On projects estimated to cost more than $100,000, the contractor must be selected competitively through a public tender process. (This condition is consistent with the Management Board of Cabinet requirement for a competitive selection process to be held by all Ontario Government ministries awarding contracts in excess of $100,000). Boards are advised that Ministry staff may request a report that documents the selection process.

b) Reporting Requirements

Boards will not be required to submit the standard forms for projects funded through the ministry's capital program. Boards are instead asked to submit a number of reports to the ministry during the year which would capture essential details regarding the program's performance and account for the use of the provincial grant and the required local contribution for the Facilities Renewal Program specified in Table 1.

The Facilities Renewal Program reports are to be submitted to the Director of the appropriate Regional Office of the Ministry of Education and Training on the form attached (see Appendix D), and will consist of an initial report (in November, 1995), a progress report (in June, 1996) and a final report (in November 1996). In November 1996, boards will be required to file an initial report for 1997 as well as account for the 1996 progress to date in the Revised Estimates. A copy of the final report, amended as necessary to reflect work done in December, is also to be submitted as part of the Audited Financial Statements.

These reports have been designed to capture routine project information in a standardized format which can be easily updated as more accurate information becomes available.

It is recognized that the information that is provided with the initial report will be preliminary, and based on projected data. This initial report, however, will provide the Ministry of Education and Training with information regarding which projects the board has chosen to fund from the allocation, and will enable the ministry to ensure that funds are being utilized for the intended purpose. It will also facilitate the capture of anticipated expenditures on specific priority areas, such as facilities for persons with disabilities.

Written confirmation that Facilities Renewal Program funds may be used for each project (or in exceptional cases, that a project submitted is ineligible for funding) will be provided by the Regional Director as soon as possible following receipt of the initial report. This written confirmation will also include the payment schedule which will be used by the ministry in flowing the Loan Advances to the board. A copy of that confirmation would be shared with the Capital and Operating Grants Administration Branch to initiate the cash flow (see below).

The progress report that follows is to provide more accurate cost information on the projects funded by the program, and the types of expenditures incurred or expected to be incurred.

It is recognized that boards may choose to modify their plans following their initial submission. This may entail discontinuing one or more projects, and/or substituting one or more new projects for those previously approved. In such situations, the progress report should clearly indicate both cancelled and new projects.

As with the initial submission, written confirmation that Facilities Renewal Program funds may be used for the new project(s) (or in exceptional cases, that the new project(s) are ineligible for funding) will be provided by the Regional Director as soon as possible following receipt of the progress report. No formal approval would be required for a board to undertake a reallocation of expenditures among **previously approved** projects, provided there is adherence to the eligibility criteria. This second approval confirmation would not directly affect the cash flow process.

The final report will capture actual expenditures on eligible projects as well as program performance details for ministry records. In addition, boards are also to submit a report which summarizes information on other rehabilitation and renovation projects being funded from the board's own resources. This information would be used to assess how well the program is meeting the overall objective of assisting school boards to meet their responsibilities in maintaining the investment in public facilities. This information is to be recorded on Part C of the reporting form. Boards will be required to submit a copy of this report as part of their Audited Financial Statements.

Boards are required to demonstrate compliance with the Facilities Renewal Program guidelines and requirements in their audited Financial Statements.

The disposition, (or reallocation to other eligible projects) of funds which are not accounted for on the audit statement will require approval of the Minister (or delegate). If a board uses funds from the Facilities Renewal Program for any purpose which is not in compliance with the eligibility criteria, or for which a special exception has not been granted, these funds may be deducted from a future year's allocation.

This program and all reports are also subject to audit by the Provincial Auditor and/or the Ministry of Education and Training.

c) <u>Cash Flow</u>

Provincial Loan Advances based on the Estimated Project Costs stated on the Initial Report (submitted in November 1995) will be paid to boards when an approved report is submitted by the ministry's regional office to the Capital and Operating Grants Administration Branch.

The advances will be in five equal payments starting in April 1996 and ending in August 1996.

Boards are requested to submit a Progress Report which captures more accurate information of planned projects and which also captures the revisions to projects or the moving of funds from one approved project to another. If this report is not submitted on time, the board's payments for July and August will be held back until the report is received by the ministry.

The cash flow to individual boards is also conditional upon compliance with the Facilities Renewal Program guidelines and requirements.

If the Audited Financial Statements indicate that the total value of projects under the Facilities Renewal Plan is less than the Total Allocation shown in Table 1, adjustments to future year allocations will be made.

At the end of the ministry's fiscal year, all cash advances from the Facilities Renewal Program will be consolidated with all advances related to any other capital project into a single debenture issue with the Ontario Financing Authority.

APPENDIX E

Ontario Association of School Business Officials (OASBO)

Ontario Separate School Business Officials' Association (OSSBOA)

Association des agentes et agents de supervision franco-ontariens (ASFO)

Ontario Public Supervisory Officials' Association (OPSOA)

Ontario Catholic Supervisory Officers' Association (OCSOA)

Ontario Public School Boards' Association (OPSBA)

Ontario Separate School Trustees' Association (OSSTA)

Ontario Teachers' Federation (OTF)

Association française des conseils scolaires de l'Ontario (AFCSO)

Association franco-ontarienne des conseils d'écoles catholiques (AFOCEC)

Council of Ontario Directors of Education (CODE)

Conseil de l'éducation franco-ontarienne (CEFO)

APPENDIX C

SUMMARY OF ENROLMENT FORECASTS AND CAPACITY

The tables that follow summarize enrolment forecasts on a city wide basis and by individual school, based on actual figures up to September 1994.

In sum, overall enrolment is not increasing at the projected rate. There is a small increase in Elementary and a significant decrease in Secondary. This is consistent with enrolment forecasts from the previous year. The September 30, 1995 actual figures have just been finalized. Forecasts and capacity analysis will not be complete until late Spring. A preliminary look at forecast to actual for 1995 shows a similar picture, with a small decrease overall in Secondary.

COMPARISON OF FORECAST TO ACTUAL FOR 1994

SECTION	FORECAST	ACTUAL	DIFFERENCE
Elementary	27009	27133	+ 124
Secondary Composite	12646	12163	- 483
Secondary Vocational	915	738	- 177
G. P. Vanier	489	480	- 9
Secondary Dev. Ch.	76	95	+ 19
TOTAL	**41135**	**40609**	**- 526**

COMPARISON OF FORECAST TO ACTUAL FOR 1995

SECTION	FORECAST	ACTUAL	DIFFERENCE
Elementary	27252	27464	+ 209
Secondary Composite	12341	12444	+ 103
Secondary Vocational	910	728	- 182
G. P. Vanier	518	503	- 15
Secondary Dev. Ch.	90	94	+ 4
TOTAL	**41111**	**41233**	**+ 122**

FIVE YEAR PICTURE

- Over the next five years enrolment is projected to grow by about 2.8 percent, or 1177 students.

- If there are no program changes in Elementary then growth is expected to be gradual in this period. It must be understood that most growth from expected new housing is not factored in to this projection. Until there is a change in the economy and the delayed construction of new houses on the south mountain proceeds at a different rate we can expect a gradual increase. There is also a shift in enrolment increases in the Lower City. It is too early to determine if this is a trend.

- Secondary Program is changing considerably. This makes it difficult to forecast future enrolment. Forecasts based on September 1995 Actual will try to reconcile some of the recent and anticipated changes. Projected total enrolment to 1999 with no program changes factored in indicates there is sufficient capacity to offer program.

APPENDIX C

SUMMARY OF ENROLMENTS AND FORECASTS

City Wide Summary					Elementary School Enrolments & Forecasts						
CITY LOCATION	92/93 HBE CAPACITY	Sep-92	Sep-93	Sep-94	Sep-94 ENROLMENT AS % OF 1992 CAPACITY	1995	1996	1997	1998	1999	No. of Portables
Lower City West	8725	7015	6989	7109	81%	7148	7136	7107	7169	7196	14
Lower City East	8849	7266	7472	7556	85%	7645	7646	7631	7678	7682	14
Mountain West	6469	5837	5768	5853	90%	5828	5799	5784	5787	5854	27
Mountain East	7052	6351	6572	6615	94%	6631	6615	6602	6553	6669	37
TOTALS	**31095**	**26469**	**26801**	**27133**	**93%**	**27252**	**27196**	**27124**	**27187**	**27401**	**92**

Enrolments and forecasts include program for the developmentally challenged

City Wide Summary					Secondary School Enrolments & Forecasts						
	CAPACITY	Sep-92	Sep-93	Sep-94	CAPACITY %	1995	1996	1997	1998	1999	Portables
COMPOSITE											
BARTON	1203	1341	1321	1282	107%	1234	1217	1268	1299	1317	2
DELTA	1479	1148	1123	1016	69%	998	975	997	1032	1093	
GLENDALE	1260	1136	1100	1057	84%	1102	1151	1233	1266	1266	3
HILL PARK*	1272	1226	1191	1157	91%	1155	1138	1078	1089	1079	2
SCOTT PARK	1238	1032	1047	1002	81%	999	1019	1024	1031	1087	
SHERWOOD* +	1387	1095	1063	1128	81%	1222	1201	1247	1291	1302	
SIR ALLAN	1502	1334	1209	1120	75%	1190	1229	1198	1256	1292	
SIR JOHN	1489	1475	1416	1300	87%	1292	1346	1436	1490	1457	
SIR WINSTON*	1198	969	907	889	74%	861	855	862	882	885	
WESTDALE*	1621	1434	1389	1339	83%	1345	1352	1411	1389	1438	
WESTMOUNT	1318	803	833	873	66%	943	998	1059	1086	1114	
TOTAL COMPOSITE	**14967**	**12993**	**12599**	**12163**	**81%**	**12341**	**12481**	**12813**	**13111**	**13330**	
G.P.VANIER	760	401	480	480	63%	518	511	506	520	529	
City Sub Total	**15727**	**13394**	**13079**	**12643**	**80%**	**12859**	**12992**	**13319**	**13631**	**13859**	**7**
W.C.B.E. at Sherwood +		272	240	221		208	55	0	0	0	
VOCATIONAL	CAPACITY	Sep-92	Sep-93	Sep-94	CAPACITY %	1995	1996	1997	1998	1999	Portables
MOUNTAIN	281	440	384	344	122%	385	387	399	399	399	
PARKVIEW	410	334	292	394	96%	525	528	544	544	544	
TOTAL VOCATIONAL	**691**	**774**	**676**	**738**	106%	**910**	**915**	**943**	**943**	**943**	

NOTE: Enrolments and forecasts based on combined figures of former vocational school enrolments. Capacity and enrolment forecast criteria is under review for 1996 Summary.

TOTAL SECONDARY	**16418**	**14168**	**13755**	**13381**	**82%**	**13769**	**13907**	**14262**	**14574**	**14802**	**7**
TOTAL SECONDARY WITH DEV. CHL.		14252	13839	13476		13859	13996	14347	14661	14887	

* PROGRAM FOR THE DEVELOPMENTALLY CHALLENGED NOT INCLUDED IN SECONDARY ENROLMENTS AND FORECASTS

		1992	1993	1994		1995	1996	1997	1998	1999	
HILL PARK		23	21	27		25	25	24	24	17	
SHERWOOD		13	15	15		15	14	14	15	22	
SIR WINSTON		31	32	31		30	30	28	30	28	
WESTDALE		17	16	22		20	20	19	18	18	
TOTAL		84	84	95		90	89	85	87	85	
GRAND TOTAL	**47513**	**40721**	**40640**	**40609**	**85%**	**41111**	**41192**	**41471**	**41848**	**42288**	**99**

APPENDIX C

LOWER CITY WEST

ELEMENTARY SCHOOL ENROLMENT FORECASTS AND SCHOOL CAPACITIES

AREA ONE		ACTUALS ON SEPTEMBER 30			Sep-94 ENROLMENT AS % OF 1992 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	ENROLMENT				ENROLMENT FORECASTS					No. of
SCHOOL	CAPACITY	Sep-92	Sep-93	Sep-94		1995	1996	1997	1998	1999	Portables
A.C.E.S.	40	29	31	27	68%	31	31	31	31	31	
A. HOODLESS	613	550	486	486	79%	489	507	514	531	550	
ALLENBY	215	113	109	124	58%	125	131	151	155	156	
BENNETTO	309	272	262	307	99%	329	331	323	323	325	3
CENTENNIAL	639	518	489	511	80%	495	497	481	472	470	
CENTRAL	111	144	143	149	134%	151	162	165	182	176	1
DALEWOOD	380	353	338	355	93%	356	368	361	354	360	2
DR. J.E.DAVEY	384	272	270	287	75%	275	283	304	302	300	
EARL KITCHENER	505	463	499	484	96%	474	483	473	507	488	
GEORGE R. ALLAN	537	528	535	514	96%	521	502	496	498	505	4
GIBSON	387	277	253	259	67%	271	273	272	285	290	
HESS STREET	464	430	410	402	87%	381	360	344	342	335	
KING GEORGE	345	242	224	240	70%	235	230	219	215	228	
PRINCE OF WALES	740	543	577	576	78%	572	548	539	521	512	
PRINCE PHILIP *	320	286	282	264	83%	259	246	241	245	248	1
QUEEN VICTORIA	292	229	223	225	77%	231	250	255	266	259	
ROBERT LAND	399	264	257	278	70%	289	299	298	297	292	
RYERSON	388	387	409	406	105%	409	396	380	375	371	3
SANFORD AVENUE	758	336	376	376	50%	383	388	392	405	408	
STINSON STREET	297	266	302	315	106%	334	338	349	362	372	
STRATHCONA	243	236	230	212	87%	200	189	188	182	192	
TWEEDSMUIR	359	277	284	312	87%	338	324	331	319	328	
TOTALS	8725	7015	6989	7109	81%	7148	7136	7107	7169	7196	14

NOTES

(1) * Enrolments and forecasts include program for the developmentally challenged

(2) Lapp and Mercury Mills developments are excluded.

SECONDARY SCHOOL ENROLMENT FORECASTS AND SCHOOL CAPACITIES

AREA ONE		ACTUALS ON SEPTEMBER 30			Sep-94 ENROLMENT AS % OF 1992 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	ENROLMENT				ENROLMENT FORECASTS					No. of
SCHOOL	CAPACITY	Sep-92	Sep-93	Sep-94		1995	1996	1997	1998	1999	Portables
SCOTT PARK	1238	1032	1047	1002	81%	999	1019	1024	1031	1087	
SIR J.A. MACDONALD	1489	1450	1416	1300	87%	1292	1346	1436	1490	1457	
LAWRENCE		25									
WESTDALE	1621	1434	1389	1339	83%	1345	1352	1411	1389	1438	
PARKVIEW *	410	334	292	394	96%	525	528	544	544	544	
TOTALS	4348	3941	3852	3641	84%	3636	3717	3871	3910	3982	0

* Enrolments and forecasts are based on combined figures for Ainslie Wood and Parkview
Capacity and enrolment forecast criteria under review as a result of program changes

LOWER CITY EAST

ELEMENTARY SCHOOL ENROLMENT FORECASTS AND SCHOOL CAPACITIES

AREA THREE		ACTUALS ON SEPTEMBER 30			Sep-94 ENROLMENT AS % OF 92 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	ENROLMENT				ENROLMENT					No. of
SCHOOL	CAPACITY	Sep-92	Sep-93	Sep-94		1995	1996	1997	1998	1999	Portables
A. M. CUNNINGHAM	380	348	353	340	89%	339	327	321	302	310	2
ELIZ BAGSHAW	534	337	363	357	67%	334	320	328	333	338	
FAIRFIELD	252	254	257	242	96%	245	235	232	239	238	
GLEN BRAE	388	294	295	280	72%	289	290	281	279	282	
GLEN ECHO	327	259	251	248	76%	242	250	252	262	258	1
HILLCREST	518	285	319	323	62%	325	346	360	366	356	
HILLSDALE	354	215	243	258	73%	262	260	256	261	258	
LAKE AVENUE	601	540	585	624	104%	634	636	644	641	633	4
LLOYD GEORGE	417	222	223	238	57%	250	249	261	275	272	
MEMORIAL	632	645	648	662	105%	669	665	665	667	666	
PARKDALE	303	237	229	231	76%	243	254	254	255	256	
QUEEN MARY	717	556	560	578	81%	611	621	636	661	677	
RED HILL	302	241	231	253	84%	267	261	252	257	252	1
ROSEDALE	265	233	230	240	91%	256	255	257	265	256	
ROXBOROUGH	400	355	364	355	89%	365	361	352	351	348	1
SIR ISAAC BROCK	250	270	283	292	117%	291	285	272	266	268	1
SIR WILF LAURIER	665	622	627	600	90%	605	593	569	560	570	
VISCOUNT MONT*	473	360	381	381	81%	356	374	375	384	378	
W. H. BALLARD	875	711	755	763	87%	755	763	763	758	764	
WOODWARD	196	282	275	291	148%	307	301	301	296	302	4
TOTALS	8849	7266	7472	7556	85%	7645	7646	7631	7678	7682	14

NOTES
(1) *Enrolments and forecasts include program for the developmentally challenged
(2) Elizabeth Bagshaw capacity excludes the Area 3 offices.
(3) Redevelopment of Beach Strip is excluded.

SECONDARY SCHOOL ENROLMENT FORECASTS AND SCHOOL CAPACITIES

AREA THREE		ACTUALS ON SEPTEMBER 30			Sep-94 ENROLMENT AS % OF 92 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	ENROLMENT				ENROLMENT FORECASTS					No. of
SCHOOL	CAPACITY	Sep-92	Sep-93	Sep-94		1995	1996	1997	1998	1999	Portables
DELTA	1479	1148	1123	1016	69%	998	975	997	1032	1093	
GLENDALE	1260	1136	1100	1057	84%	1102	1151	1233	1266	1266	3
S.W. CHURCHILL*	1198	969	907	889	74%	861	855	862	882	885	
TOTALS	3937	3253	3130	2962	75%	12601	12623	12720	12856	12925	17

*Enrolments and forecasts exclude Developmentally Challenged Program

MOUNTAIN WEST

ELEMENTARY SCHOOL ENROLMENT FORECASTS AND SCHOOL CAPACITIES

AREA TWO		ACTUALS ON SEPTEMBER 30			Sep-94 ENROLMENT AS % OF 92 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	ENROLMENT				ENROLMENT FORECASTS					No. of
SCHOOL	CAPACITY	Sep-92	Sep-93	Sep-94		1995	1996	1997	1998	1999	Portables
BUCHANAN	255	243	234	239	94%	261	267	277	302	310	2
CHEDOKE*	575	488	469	496	86%	476	480	455	449	458	
EASTMOUNT PARK	323	271	263	282	87%	291	302	315	325	310	
G. L. ARMSTRONG	604	586	623	643	106%	650	642	648	656	653	1
G. E. PRICE	481	393	391	403	84%	400	377	362	356	372	
HOLBROOK	315	253	253	233	74%	232	210	199	195	201	
JAMES MACDONALD	367	228	248	249	68%	254	251	249	247	252	
LINDEN PARK*	294	227	210	219	74%	229	219	241	244	252	
MOUNTVIEW	276	282	279	308	112%	308	305	309	319	321	2
NORWOOD PARK	535	488	464	447	84%	434	419	406	393	404	3
QUEENSDALE	278	268	266	259	93%	251	249	257	253	256	
R.A.RIDDELL	669	687	647	644	96%	602	607	588	572	569	9
RIDGEMOUNT	271	278	297	319	118%	334	337	330	335	338	3
RYCKMAN'S	117	120	110	127	109%	133	143	150	152	155	2
SENECA*	366	274	266	234	64%	211	234	240	241	240	
WESTVIEW	371	353	342	347	94%	352	354	358	342	355	3
WESTWOOD	372	398	406	404	109%	410	403	400	406	408	2
TOTALS	6469	5837	5768	5853	90%	5828	5799	5784	5787	5854	27

NOTES
(1) *Enrolments and forecasts include program for the developmentally challenged. Chedoke to 1993 only; Highview from 1994.
(2) Carpenter Neighbourhood and HPH Property developments are excluded.

SECONDARY SCHOOL ENROLMENT FORECASTS AND SCHOOL CAPACITIES

AREA TWO		ACTUALS ON SEPTEMBER 30			Sep-94 ENROLMENT AS % OF 92 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	ENROLMENT				ENROLMENT FORECASTS					No. of
SCHOOL	CAPACITY	Sep-92	Sep-93	Sep-94		1995	1996	1997	1998	1999	Portables
HILL PARK*	1272	1226	1191	1157	91%	1155	1138	1078	1089	1079	2
MOUNTAIN SEC.**	281	440	384	344	122%	385	387	399	399	399	
PHOENIX		52									
SIR ALLAN MACNAB	1502	1334	1209	1120	75%	1190	1229	1198	1256	1292	
WESTMOUNT	1318	751	833	873	66%	943	998	1059	1086	1114	
TOTALS	4373	3803	3617	3494	80%	3673	3752	3734	3830	3884	2

*Enrolments and forecasts exclude Developmentally Challenged Program
** Enrolments and forecasts are based on combined figures for the former sites of Crestwood and Caledon
Capacity and enrolment forecast criteria under review as a result of renovation and program changes

APPENDIX C

MOUNTAIN EAST

ELEMENTARY SCHOOL ENROLMENT FORECASTS AND SCHOOL CAPACITIES

AREA FOUR		ACTUALS ON SEPTEMBER 30			Sep-94 ENROLMENT AS % OF 92 CAPACITY	PROJECTED FIGURES					
	92/93 HBE	ENROLMENT				ENROLMENT FORECASTS					No. of
SCHOOL	CAPACITY	Sep-92	Sep-93	Sep-94		1995	1996	1997	1998	1999	Portables
BURKHOLDER DRIVE	306	344	352	370	121%	366	363	341	340	352	5
CARDINAL HEIGHTS	388	392	415	432	111%	474	510	579	589	592	3
C. B. STIRLING	554	555	576	539	97%	537	522	510	513	520	10
FERNWOOD PARK	276	214	214	238	86%	245	248	259	264	258	
FRANKLIN ROAD	513	414	376	349	68%	327	310	311	302	328	
HAMPTON HEIGHTS	490	348	333	334	68%	333	327	312	309	319	
HELEN DETWILER	522	437	507	557	107%	587	596	574	581	592	
HIGHVIEW	490	203	288	304	62%	303	293	294	295	302	
HUNTINGTON PARK*	425	358	367	365	86%	354	355	346	354	366	
LAWFIELD	396	398	376	376	95%	387	402	401	379	388	3
LINCON ALEXANDER	333	391	401	371	111%	374	361	343	348	352	1
LISGAR*	399	311	325	311	78%	291	272	264	254	269	
PAULINE JOHNSON	349	385	389	399	114%	377	360	341	336	344	5
PEACE MEMORIAL	415	297	291	303	73%	296	301	331	305	292	
RICHARD BEASLEY	323	312	303	312	97%	323	331	336	340	342	2
SHERWOOD HGHTS	313	229	308	312	100%	323	337	344	343	355	
THORNBRAE	271	462	443	423	156%	416	400	390	377	368	7
VERN AMES	289	301	308	320	111%	318	327	326	324	330	1
TOTALS	7052	6351	6572	6615	94%	6631	6615	6602	6553	6669	37

NOTES
(1) *Enrolments and forecasts include program for the developmentally challenged.
(2) Major developments in Broughton West, Eleanor, Ryckman's and Butler are excluded.

SECONDARY SCHOOL ENROLMENT FORECASTS AND SCHOOL CAPACITIES

AREA FOUR					Sep-94 ENROLMENT AS % OF 92 CAPACITY						
	92/93 HBE	ENROLMENT				ENROLMENT FORECASTS					No. of
SCHOOL	CAPACITY	Sep-92	Sep-93	Sep-94		1995	1996	1997	1998	1999	Portables
BARTON	1203	1341	1321	1282	107%	1234	1217	1268	1299	1317	2
SHERWOOD*	1387	1095	1063	1128	81%	1222	1201	1247	1291	1302	
TOTALS	2590	2436	2384	2410	93%	2456	2418	2515	2590	2619	2

*Enrolments and forecasts exclude TR program.

SUMMARY OF CAPITAL PROJECTS FOR THE 1996 BUDGET - PRELIMINARY ESTIMATE

1996 SCHEDULE DETAILS FROM 1994 REPORT Page Reference from report included	COST ESTIMATE	ADDITIONAL BUDGET AMOUNTS ABOVE GRANT	BOARD SHARE FACILITIES RENEWAL 644,637 (29%)	MINISTRY SHARE FACILITIES RENEWAL 1,581,091 (71%)	MINISTRY SHARE C.O.I.W.	FEDERAL GOVERNMENT SHARE - C.O.I.W.	NOTES AND RECOMMENDED REVISIONS
BOILER REPLACEMENT p.46							- purchase boilers by tendering for an
Woodward	140,000	140,000					energy performance contract
Viscount Montgomery	150,000	150,000					- consider Barton Controls
Bennetto							
Queensdale	150,000	150,000					
TOTAL FOR 1996	**440,000**	**440,000**					estimate to be reviewed
PAINTING p.47							
8 schools scheduled	234,000	**32,000**					none done in 95, propose none for 96 except for through Caretaking
ROOFING p. 48							
Robert Land (All)	180,000	**C.O.I.W.**	52,200	127,800			
Gibson (All)	255,000	**Board**	73,950	181,050			
Adelaide Hoodless (Ph I of III)	85,000	**Share**	0				**move to 97**
	85,000		0				**move to 97**
Queen Victoria (Ph I of III)	80,000		0				**move to 97**
Glendale (Ph I of III) *	300,000	100,000	0		100,000	100,000	
Hill Park (Ph I of III) *	210,000	70,000	0		70,000	70,000	
Stinson	205,000		59,450	145,550			
Parkview (Ph I of II) *	120,000	40,000	0		40,000	40,000	
TOTAL	**1,270,000**	**210,000**	**185,600**	**454,400**	**210,000**	**210,000**	
PORTABLES p.49							
NONE BOUGHT IN 95	**50,000**						continue to relocate portables
ASBESTOS p. 50							
							Not a Facilities Renewal Program
Boiler room removal	75,000						
James MacDonald	75,000						Already receive grant for this program
Barton (fire curtain) S.A.M.	20,000						Projects under review
Hess Street	150,000						Need to finish work from last summer
Thornbrae	20,000						
Unidentified Elementary	170,000						Estimate to be adjusted
Unidentified Secondary	180,000	*Board Share*		*Ministry Share*			
Disposal	80,000						
TOTAL	**770,000**	231,000		539,000			
TOTALS THIS PAGE	**2,764,000**	**913,000**	**185,600**	**993,400**	**210,000**	**210,000**	
totals for Facilities Renewal			***185,600***	***454,000***			

SUMMARY OF CAPITAL PROJECTS FOR THE 1996 BUDGET - PRELIMINARY ESTIMATE

1996 SCHEDULE DETAILS FROM 1994 REPORT Page Reference from report included	COST ESTIMATE	ADDITIONAL BUDGET AMOUNTS ABOVE GRANT	BOARD SHARE FACILITIES RENEWAL 644,637 (29%)	MINISTRY SHARE FACILITIES RENEWAL 1,581,091 (71%)	MINISTRY SHARE C.O.I.W.	FEDERAL GOVERNMENT SHARE - C.O.I.W.	NOTES AND RECOMMENDED REVISIONS
MASONRY & RESTORATION p. 51							**1996 WORK recommendation**
Sherwood	50,000						
Adelaide Hoodless	20,000						Sherwood Secondary
Westmount	85,000						Lawfield
Buchanan Park	35,000						Delta
Queensdale	15,000						A. M. Cunningham
Gibson	30,000						
							Total value at 475,000 which is the
TOTAL	**235,000**						total value of the 1995 and 1996 list
Westwood	50,000						
A. M. Cunningham	10,000						
Delta	80,000						
G. P. Vanier	25,000						
Franklin Road	15,000						
Prince Philip	10,000						
Sir Isaac Brock	20,000						
James Macdonald	15,000						
Mountview	15,000						
TOTAL	**240,000**		**137,750**	**337,250**			
ASPHALT & CONCRETE p. 52							
W. H. Ballard	60,000						Do only one playground surface
Central	101,000						at 90,000 and apply the balance of
Woodward	44,000						112,200 to floor tiles
Stinson Street	100,000						
Franklin Road	90,000						
TOTAL	**395,000**		**58,638**	**143,562**			
LIGHTING & ELECTRICAL p. 53							
START PLAN IN 96	**500,000**		**145,000**	**355,000**			
WINDOW REPLACEMENT p.54							
Burkholder	**192,800**		**55,912**	**136888**			
Ridgemount	**192,800**		**55,912**	**136,888**			Use money designated under ashpalt to
							do a second window replacement
TOTALS			**453,212**	**1,109,588**			
TOTALS page 1	**2,764,000**		185,600	454,000			
TOTALS page 2	**1,755,600**		453,212	1,109,588			
GRAND TOTALS	**4,519,600**	**913,00**	**638,812**	**1,563,588**	**210,000**	**210,000**	**7,142,913**

FACILITIES RENEWAL PROJECTS FOR CALENDAR YEAR 1996

SCHOOL BOARD: The Board of Education for the City of Hamilton
BOARD NUMBER: 64319
Bd's Elem. & Sec. REE Rate of Grant = .71037

Initial Report submitted Nov. 30/95 _____
Progress Report submitted June 30 _____
Final Report submitted Nov. 30/96 _____

A. Project Details					B. Expenditures		
Project #	School Name	Project Description	Category	Priority	Estimated Cost	Estimated Provincial Loan	Estimated Local Share
1. ROOFING							
64319FRP96 -01	Robert Land Elementary	Full Roof Replacement	R1	E	$180,000	$127,867	$52,133
64319FRP96 -02	Gibson Elementary School	Full Roof Replacement	R1	E	$255,000	$181,144	$73,856
64319FRP96 -03	Stinson Elementary	Roof Replacement	R1	E	$205,000	$145,626	$59,374
Sub Total					**$640,000**	**$454,637**	**$185,363**
2. MASONRY							
64319FRP96 -04	Sherwood Secondary School	Masonry restoration, phase 1	R2	H	$230,000	$163,385	$66,615
64319FRP96 -05	Delta Secondary School	Masonry restoration, pointing, chimney, heat cable	R2	H	$65,000	$46,174	$18,826
64319FRP96 -06	Lawfield Elementary	Masonry restoration of east wall	R2	H	$100,000	$71,037	$28,963
64319FRP96 -07	A. M. Cunningham School	Masonry restoration walls and chimney	R2	H	$80,000	$56,830	$23,170
Sub Total					**$475,000**	**$337,426**	**$137,574**
3. SURFACES							
64319FRP96 -08	Franklin Road School	Playground resurface	R2	H	$130,000	$92,348	$37,652
64319FRP96 -09	Selected Schools - school classrooms still under consideration	Replacement of classroom floor tiles	C	H	$90,000	$63,933	$26,067
Sub Total					**$220,000**	**$156,281**	**$63,719**
4. ELECTRICAL							
64319FRP96 -10	Lighting Upgrades in various schools, schools still under consideration	upgrading of 20 year old lighting to energy efficient ratings to achieve savings of 20 to 40 %	R2	E	$220,000	$156,281	$63,719

FACILITIES RENEWAL PROJECTS FOR CALENDAR YEAR 1996

SCHOOL BOARD: The Board of Education for the City of Hamilton
BOARD NUMBER: 64319
Bd's Elem. & Sec. REE Rate of Grant = .71037

Initial Report submitted Nov. 30/95 _____
Progress Report submitted June 30 _____
Final Report submitted Nov. 30/96 _____

Project #	School Name	Project Description	Category	Priority	Estimated Cost	Estimated Provincial Loan	Estimated Local Share
4. ELECTRICAL							
64319FRP96 -11	Emergency Lighting	Installation of emergency lighting in exits and routes to exits in the event of power failure. 9 of 18 schools that do not have such lighting to be completed in 1996	C	H	$75,000	$53,278	$21,722
64319FRP96 -12	Fire Alarms	Replacement of fire alarm systems so that back up power as per code is in place/ 21 schools require immediate upgrade as panels are obsolete and parts are no longer available	C	H	$105,000	$74,589	$30,411
64319FRP96 -13	Viscount Montgomery, Queensdale, Hillcrest, Burkholder	Replacement of incoming power panels	C	H	$50,000	$35,519	$14,482
64319FRP96 -14	Security System Upgrades- schools still under consideration	By adding motion detectors and sirens significant loss due to theft and vandalism could be prevented	R2	P	$50,000	$35,519	$14,482
Sub Total					**$500,000**	**$355,185**	**$144,815**
5. WINDOWS							
64319FRP96 -15	Burkholder School	Window Replacement	R3	E	$195,000	$138,522	$56,478
64319FRP96 -16	Ridgemount School	Window Replacement	R3	E	$195,000	$138,522	$56,478
Sub Total					**$390,000**	**$277,044**	**$112,956**
TOTAL ESTIMATED COST OF PROJECTS					**$2,225,000**	**$1,580,573**	**$644,427**

Max. Elig. Approved Cost = Total Allocation [redacted]

F&E (Max. 15% total of projects with eligible F&E costs) [redacted]

APPENDIX E

PROCESS FOR TENDERING A PERFORMANCE CONTRACT FOR PURCHASING BOILERS IN 1996

In 1995 the acquisition of boilers was realized through an energy performance contract. This plan has provided on a small scale some experience in this method of acquisition. This type of contract leverages existing operating money in order to finance capital acquisitions. The Board has requested that consideration be given to enter into an energy management plan and report back on the possibilities.

It is proposed that a Committee be formed to work through this process on a small scale for the 1996 acquisition of boilers.

It is further proposed that this same Committee develop a complete Request for Proposal and process for selection in order to bring back recommendations for full energy performance contracts to be effected for 1997.

The following are guidelines for the mandate of the Committee:

A. *Committee Makeup*
Engineering Staff, Trustees, Senior Management, Principals, other designated staff, members of the community (size of committee not to exceed 10)

B. *Committee Tasks*

1. Prepare a prequalification tender using standard tender procedures

2. Review the responses and select X? for recommendation

3. Review the results of the process and develop a Request for Proposal for an Energy Management Plan for the Board of Education for the City of Hamilton.

4. Select 5 companies to submit proposals and present to the Committee

5. Select 1 Company to prepare an in depth study

C. *Implementation*

Proceed with the project if the study bears out the original proposal content
-this will include the installation and the training of staff stage

D. *Follow up*

Review and monitor savings and maintenance of equipment for the contract period

APPENDIX F

MAJOR RENOVATION PROGRAM

FROM PAGE 45 OF THE 1994 REPORT

In the 1995 Budget Process the Central Renovation and Hill Park Phase III projects were deferred in order to minimize debt charges.

The following information outlines the program and status of the Board's major renovation program. As a result of directions from the Budget Review Committee in 1989 and 1990, the program was reviewed, updated, accelerated and extended. The Budget Review Mandates in 1992 and 1993 and the uncertainty of future funding has resulted in no new projects being added to the list at this point in time. The proposed Facility Renewal Program to be introduced by the Ministry of Education and Training by the end of 1994 is expected to assist Boards in realigning Renovation Needs. The focus is on buildings that are 20 years old or more. For the Hamilton Board this represents a significant number of our facilities. The current status of this work is as noted.

Note: The 1993 Report column highlights projects added in the the 1993 Report.

YEAR	SCHOOL	ESTIMATED COST	STATUS	1993 REPORT
1993	Hill Park Ren & Addn (Phase I of III)	1,500,000	Complete	
1993	Hillsdale (Phase I of III)	900,000	Complete	
1994	Hill Park (Phase II of III)	2,000,000	Complete	
1994	Hillsdale (Phase II of III)	1,130,000	Complete	
1994	G. P. Vanier Feasibility Study	25,000	Future	New
1994	Westwood - enlarge Library & Parking Lot	250,000	Future	New
1995	***Central (Phase I of I)***	***600,000***	***deferred***	
1995	***Hill Park (Phase III of III)***	***1,500,000***	***deferred***	
1995	Hillsdale (Phase III of III)	300,000	Defer	
1995	Glendale (Phase I of III)	1,550,000	C.O.I.W. +	
1996	Barton (Phase I of III)	1,500,000	Future	
1996	Glendale (Phase II of III)	2,000,000		
1996	Ryerson - 5 room addition	1,000,000	Recommended	New
1997	Glendale (Phase III of III)	1,500,000		
1997	Queensdale Interior Renovation	450,000	Future	New
1997	Barton (Phase II of III)	1,500,000	Future	
1997	C. B. Stirling - new gymnasium	1,000,000		New
1998	Chedoke - new gymnasium	1,000,000		New
1998	Barton (Phase III of III)	1,500,000	Future	
1999	Woodward - window Repl & Ren	*	Future	New
1999	Norwood Park - new gymnasium & Library	*	Future	New

* To be determined

\+ C.O.I.W. - Canada Ontario Infrastructure Works Program

APPENDIX G

OVERALL BUDGET SUMMARY FOR 1996

A. MAJOR RENOVATION (debenture) **$ 3,500,000**
Hill Park Phase III - $1,500,000
Glendale Phase II - $2,000,000

B. PREVENTATIVE MAINTENANCE PROGRAMS
THROUGH BOARD, MINISTRY,(FACILITIES RENEWAL), C.O.I.W.:

GRANT PROGRAM	BOARD	MINISTRY	FEDERAL GOVERNMENT	TOTAL
1.) C.O.I.W. ROOFS	210,000	210,000	210,000	**630,000**
2.) FACILITIES RENEWAL	644,427	1,563,588	N/A	**2,208,015**
3.) ASBESTOS	231,000	539,000	N/A	**770,000**
TOTALS	**1,085,427**	**$2,312,588**	**$210,000**	**$3,608,015**

C.) DAILY MAINTENTANCE R.R.M. BUDGET - IN 1995 WAS $2,303,333
PROPOSED FOR 1996 **$ 3,000,000**

TOTAL ESTIMATED VALUE OF RECOMMENDED WORK FOR 1996 **$ 10, 108,015**
SUM OF A + B + C

APPENDIX H

STATUS OF ACCOMMODATION PROJECTS AT DECEMBER 1995

LOCATION	STATUS	DATE	VALUE
AREA 1			
CENTRAL - PHASE I OF I RENOVATION	**Deferred in 1995 Budget Process**	1995	600,000
RYERSON - 5 ROOM ADDITION	**Deferred**	1996	1,000,000
AREA 2			
CHEDOKE - NEW GYMNASIUM	ON HOLD	1998	1,000,000
QUEENSDALE - INTERIOR RENOVATION	ON HOLD	1997	450,000
WESTWOOD - ENLARGE LIBRARY	Under Review	1994	250,000
AND PARKING LOT			
HILL PARK - PHASE II	Complete		2,000,000
HILL PARK - PHASE III	Preparing to go to tender	1995	
CALEDON DESIGN WORK	**Completed**	94/95	100,000
AREA 3			
HILLSDALE - PHASE II	Complete		1,130,000
HILLSDALE - PHASE III	No recommendation		
GLENDALE - PHASE I	**Completed under C.O.I.W.**	1995	1,550,000
GLENDALE - PHASE II	**Proposed for Summer 96**	1996	
GLENDALE - PHASE III		1997	
QUEEN MARY - REPLACEMENT	**Phase I complete**		11,500,000
AND RENOVATION	**Phase II under way and on schedule**		
AREA 4			
C.B. STIRLING - NEW GYMNASIUM	ON HOLD	1997	1,000,000
BARTON - PHASE I	**design work delayed**	1996	1,500,000
BARTON - PHASE II			
BARTON - PHASE III			
AREA 5			
G.P. VANIER - FEASIBILITY STUDY	not started	1995	25,000
PROGRAM			
SHORT TERM NEEDS	**none in 1995 Budget**		20,000
SYSTEM			
Closing of Dundurn Facility	closure approved	1996	30,000
PLANT PROGRAMS	***Capital Budget reduced in 1995***		
BOILER REPLACEMENT	**4 installed in 1995**		420,000
PAINTING	**none done**		312,000
ROOFING	**5 done in 1995 / C.O.I.W. and budget**		1,130,000
NEW PORTABLE	**3 moved, none purchased**		50,000
ASBESTOS	**work done with grant**		600,000
MASONRY REPAIRS & RESTORATION	**no work as no funds available**		235,000
ASHPHALT & CONCRETE MAJOR REPAIRS	**no work as no funds available**		395,000
LIGHTING ENERGY REDUCTION	**not started, no funds to support**		500,000
WINDOW REPLACEMENT	**not started, no funds**		192,000
NEW PROJECTS			
J.MACDONALD - NEW MIDDLE SCHOOL	ON HOLD	1995	6,000,000
NEW MIDDLE SCHOOL - BLOCK 87	ON HOLD	1994	8,000,000
NEW ELEMENTARY SCHOOL - BLOCK 90	ON HOLD	1994	6,000,000
NEW ELEMENTARY SCHOOL - BLOCK 89	ON HOLD	1994	6,000,000

TO: The Chairman and Members
Operations and Finance Committee
1996 01 09

FROM: Paul Shewfelt,
Superintendent of Financial Services and Treasurer
Daryl Sage,
Manager, Property, Audit & Assessment

RE: SALE OF BOARD SITES

REPORT: **FOR DECISION**

BACKGROUND:

Over the past several years circumstances have warranted the closure of particular schools. As a result, Board buildings not used for instructional purposes remain vacant until alternative uses can be secured. Appendix A and B provide a graphical overview of non-instructional site locations and block number orientation.

The following outlines the present and proposed status of the Board's non-instructional facilities.

NAME	APPENDIX	CURRENT STATUS	PROPOSED STATUS
Ainslie Wood	C	vacant - Archives and storage	hold in inventory for instructional use
Binkley	D	tenant occupied until June 96	hold in inventory for instructional use
Brantdale	E	vacant	currently approved for sale
Comley	F	tenant occupied	sell
Eastview	G	tenant occupied	sell
Fairview	H	partially tenant occupied	shared occupancy between tenant and Technical Services
Glenview	I	tenant occupied	sell
Mohawk Trail	J	tenant occupied	sell
Onteora	K	tenant occupied	currently approved for sale
Ridge	L	vacant	currently approved for sale
Southview	M	tenant occupied	sell
Vincent Massey	N	tenant and Board occupied	hold in inventory for instructional use
37 East Avenue (house)	O	vacant	sell
49 East Avenue (vacant lot)	P	vacant	sell
220 Dundurn	Q	Board occupied	sell

Sale of Board Sites

Building and site operating costs, associated with tenant occupied facilities, are cost recoverable through lease arrangements. Since these buildings have been removed from active school use, capital upgrades have not been undertaken. In addition, vacant facilities are maintained utilizing minimal utilities and services.

ISSUE

To share with Trustees the proposal to sell additional Board sites which, if supported, would be governed by the legislative conditions and guidelines of the Ministry of Education and Training.

RECOMMENDATIONS

1. That Comley School and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Comley School in this attendance area within ten years of the date of disposal. The funds realized from the sale to be placed in Capital Reserves.

2. That Eastview School and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Eastview School in this attendance area within ten years of the date of disposal. The funds realized from the sale to be placed in Capital Reserves.

3. That Glenview School and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Glenview School in this attendance area within ten years of the date of disposal. The funds realized from the sale to be placed in Capital Reserves.

4. That Mohawk Trail School and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Mohawk Trail School in this attendance area within ten years of the date of disposal. The funds realized from the sale to be placed in Capital Reserves.

5. That Southview School and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Southview School in this attendance area within ten years of the date of disposal. The funds realized from the sale to be placed in Capital Reserves.

6. That the house and site located at 37 East Avenue be declared surplus to the Board's needs and be sold in accordance with Ministry regulations. The funds realized from the sale to be placed in Capital Reserves.

7. That the lot located at 49 East Avenue be declared surplus to the Board's needs and be sold in accordance with Ministry regulations. The funds realized from the sale to be placed in Capital Reserves.

8. That 220 Dundurn building and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations. The funds realized from the sale to be placed in Capital Reserves.

Sale of Board Sites

RATIONALE

From a global perspective it would appear that the Board has considerable accommodation capacity. Realistically, these non-instructional buildings have minimal service utility that would satisfy current and future accommodation needs.

The Board's inventory of non-instructional facilities and sites will become increasingly more costly to maintain. Current standards of minimal maintenance and upkeep, as these facilities age, increase the rate of deterioration and subsequently places downward pressure on the buildings' market value.

The process to sell will require the Board to extend first right of refusal to Ministry defined priority agencies. Letters of the Board's intent to sell must be issued to:

- Hamilton Wentworth Roman Catholic School Board
- McMaster University
- Mohawk College
- Corporation of the City of Hamilton
- Regional Municipality of Hamilton-Wentworth
- Hamilton Regional Conservation Authority
- Ministry of Government Services (Provincial)
- Public Works Canada (Federal)

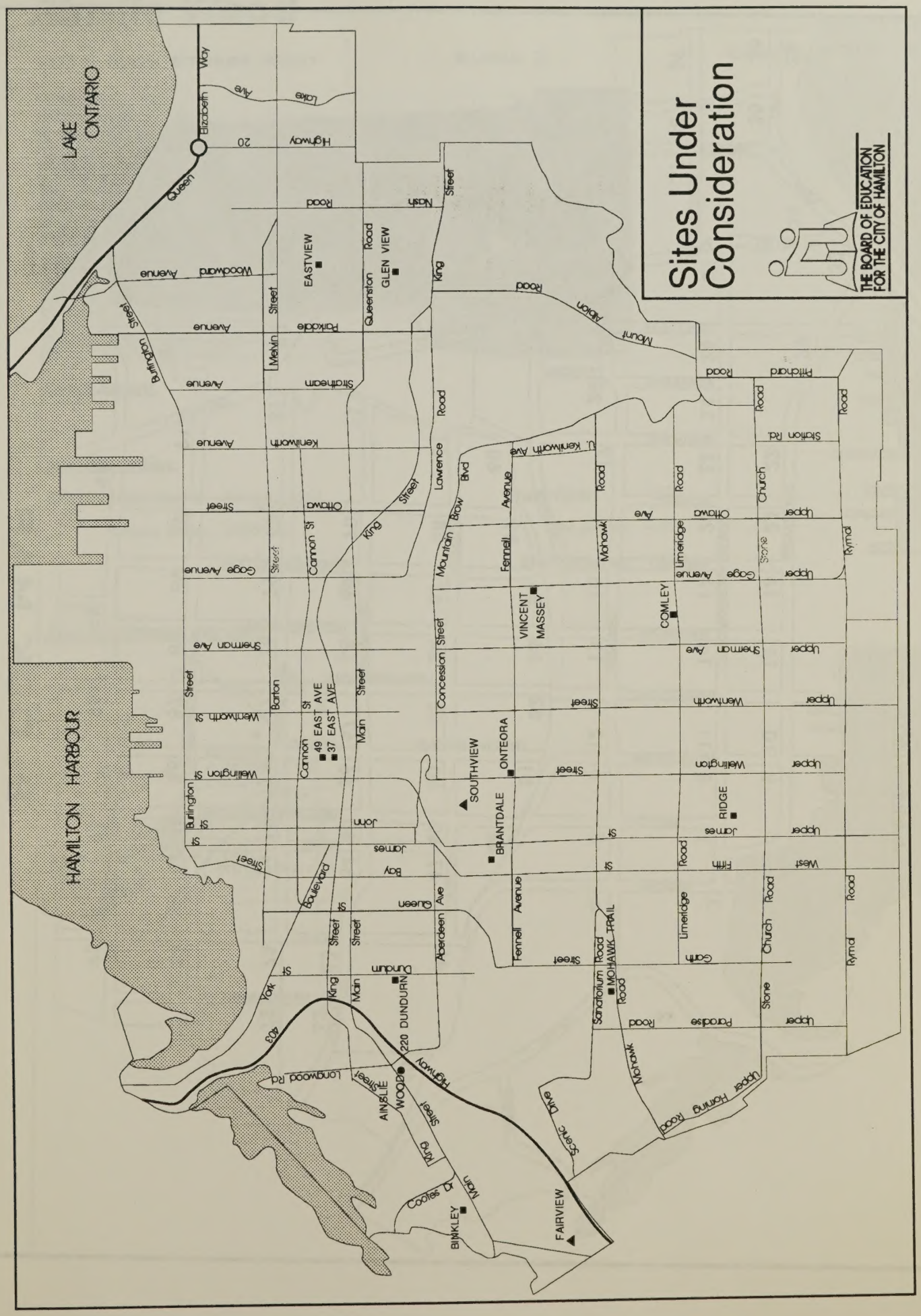
This phase will take approximately five to six months to complete. Should there be no Board accepted offers, the process would move to the public tender stage. Unsold properties will remain on the market for three years following the Ministry of Education approval to sell. All acceptable offers would be brought to the Board for final decision.

With an increasing demand to structurally maintain open schools, sale of non-instructional buildings and sites could be an alternative source of funding for those projects. In addition, removing empty school capacity from Board inventory may improve the outlook when the Ministry of Education and Training annually assesses accommodation needs of school boards.

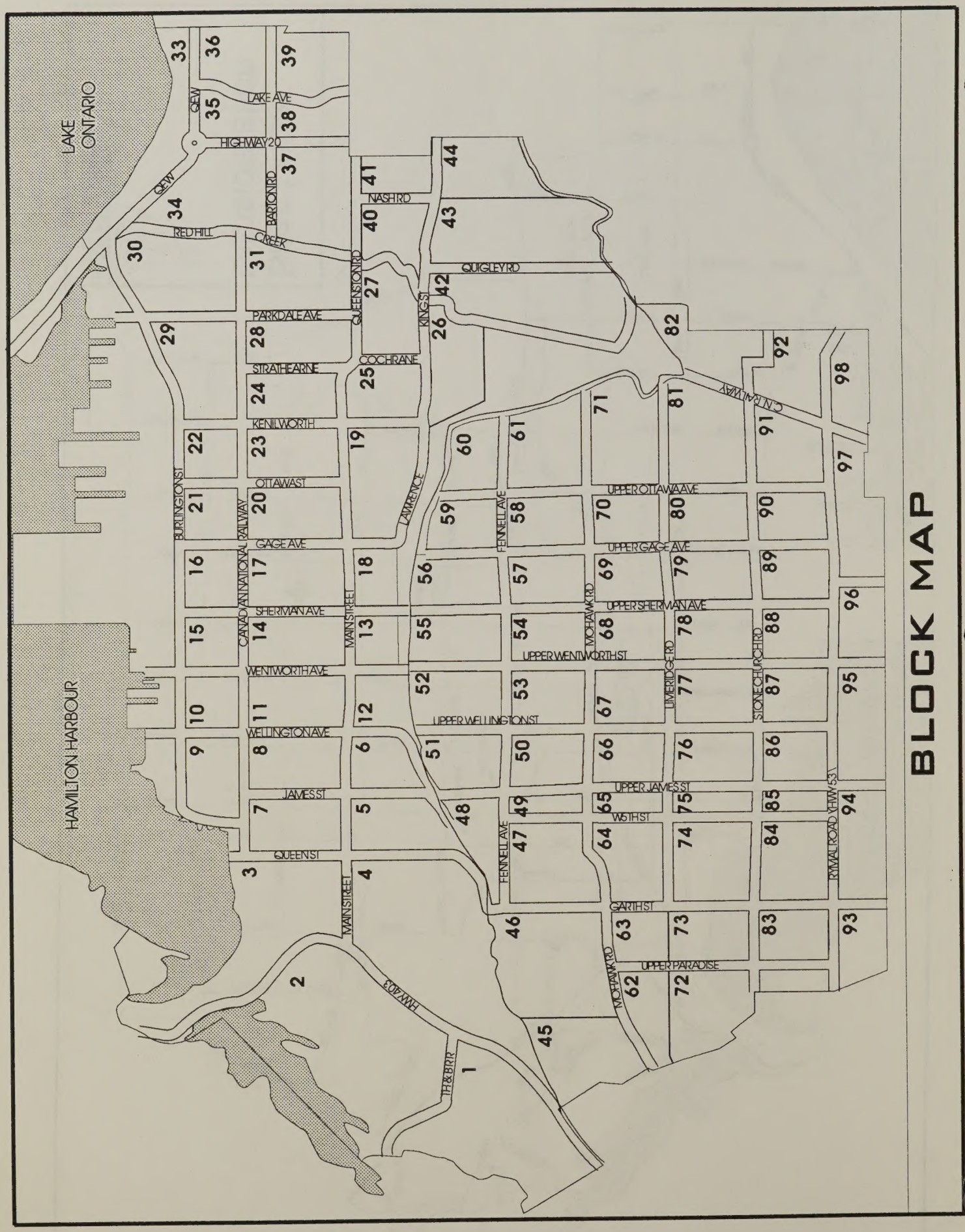
SALE OF BOARD SITES

APPENDIX A - Q

Appendix A

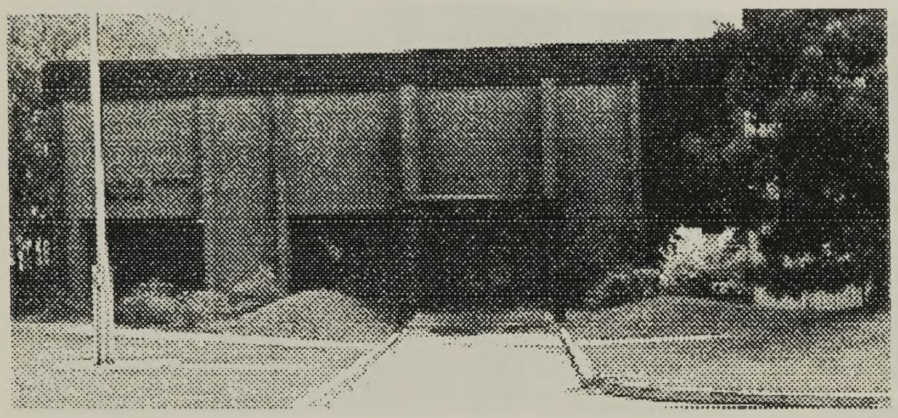

Sites Under Consideration
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
LAKE ONTARIO
HAMILTON HARBOUR
EASTVIEW
GLEN VIEW
VINCENT MASSEY
COMLEY
SOUTHVIEW
ONTEORA
BRANTDALE
RIDGE
MOHAWK TRAIL
DUNDURN
WOODS
AINSLIE
BINKLEY
FAIRVIEW
49 EAST AVE
37 EAST AVE
220

Appendix B


BLOCK MAP
LAKE ONTARIO
HAMILTON HARBOUR
QEW
HIGHWAY 20
LAKE AVE
BARTON RD
RED HILL CREEK
NASH RD
QUIGLEY RD
QUEENSTON RD
KING ST
PARKDALE AVE
STRATHEARNE
COCHRANE
KENILWORTH
OTTAWA ST
GAGE AVE
SHERMAN AVE
WENTWORTH AVE
WELLINGTON AVE
JAMES ST
QUEEN ST
BURLINGTON ST
CANADIAN NATIONAL RAILWAY
MAIN STREET
LAWRENCE
FENNELL AVE
UPPER OTTAWA AVE
UPPER GAGE AVE
UPPER SHERMAN AVE
UPPER WENTWORTH ST
UPPER WELLINGTON ST
UPPER JAMES ST
W5TH ST
GARTH ST
UPPER PARADISE
MOHAWK RD
UMBERGER RD
STONECHURCH RD
RYMAL ROAD
HWY 403
TH&BRR
CN RAILWAY

Ainslie Wood

1015 Main Street West **Block 2** **Closed 1994**



Site is Vacant.

Site Information:

Site/Addition Name:	Ainslie Wood	**Year Built:**	1970
Gross Area:	86664 sq. ft.	**Site Acres:**	4.62
	8051.0856 sq. m	**Site Hectares:**	1.869

Area surrounding this site:

Binkley

69 Sanders Boulevard | Block 2 | Closed 1979

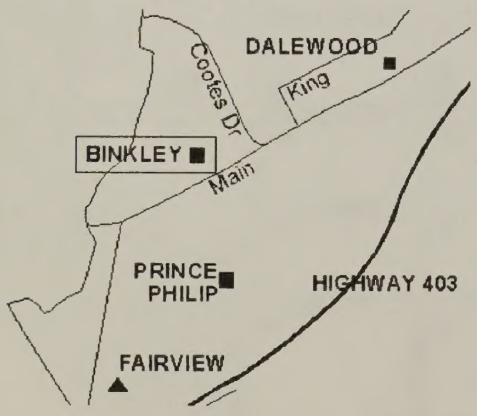
Current Tenant(s):

Wentworth County Library Board

Site Information:

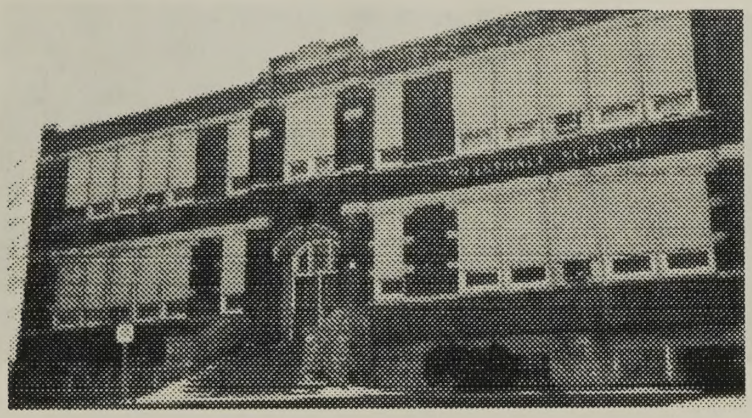
Site/Addition Name:	Binkley	**Year Built:**	1964
Gross Area:	12144 sq. ft.	**Site Acres:**	0.954
	1128.1776 sq. m	**Site Hectares:**	0.386

Area surrounding this site:



Brantdale

19 Brantdale Avenue **Block 48** **Closed 1977**



Site is Vacant.

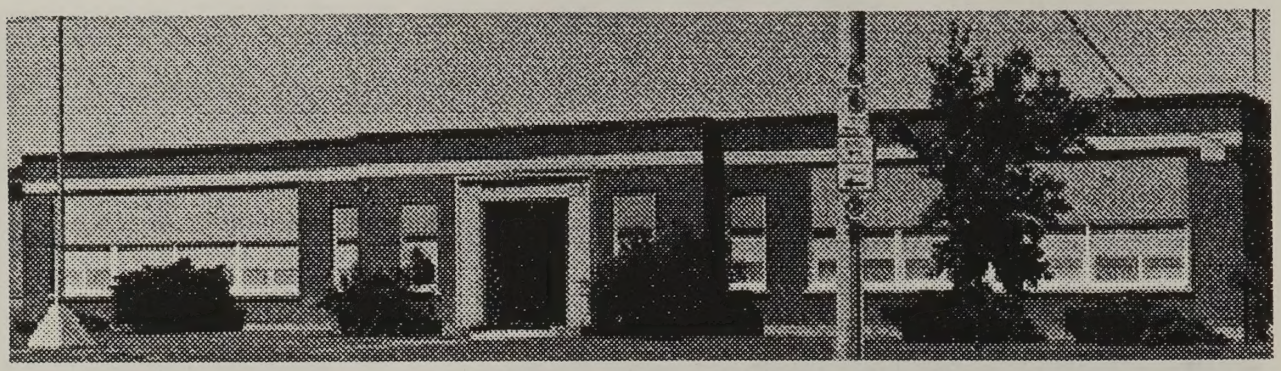
Site Information:

Site/Addition Name:	Brantdale	**Year Built:**	1913
Gross Area:	5231 sq. ft.	**Site Acres:**	1
	485.9599 sq. m	**Site Hectares:**	0.404
Site/Addition Name:	Brantdale - Add. 1	**Year Built:**	1922
Gross Area:	5020 sq. ft.		
	466.358 sq. m		
Site/Addition Name:	Brantdale - Add. 2	**Year Built:**	1953
Gross Area:	5100 sq. ft.		
	473.79 sq. m		

Area surrounding this site:

Comley

771 LIMERIDGE ROAD EAST **BLOCK 69** **CLOSED 1991**



Current Tenant(s):

Queensdale Bible Chapel

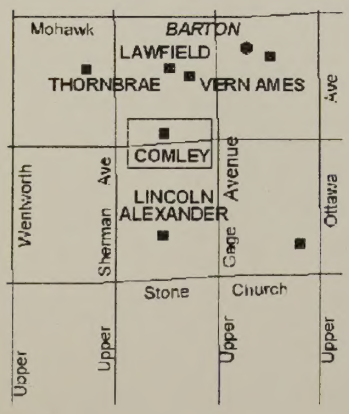
Site Information:

Site/Addition Name:	Comley	**Year Built:**	1947
Gross Area:	5311 sq. ft.	**Site Acres:**	1.683
	493.3919 sq. m	**Site Hectares:**	0.681
Site/Addition Name:	Comley - Add. 2	**Year Built:**	1956
Gross Area:	3300 sq. ft.		
	306.57 sq. m		
Site/Addition Name:	Comley - Add.1	**Year Built:**	1950
Gross Area:	2800 sq. ft.		
	260.12 sq. m		

Portables on Site:

Portable #: 42 **Year Built:** 1966 **Year Installed:** 1977

Area surrounding this site:



Eastview

6 Heath Street **Block 37** **Closed 1983**

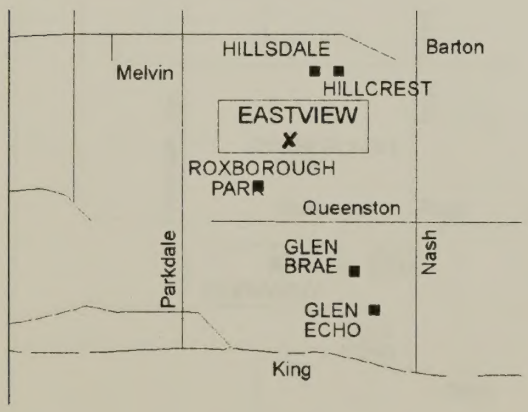
Current Tenant(s):

Hamilton Association for Community Living

Site Information:

Site/Addition Name:	Eastview	**Year Built:**	1964
Gross Area:	13200 sq. ft.	**Site Acres:**	2.09
	1226.28 sq. m	**Site Hectares:**	0.845

Area surrounding this site:



Fairview

150 Lower Horning Road **Block 1** **Closed 1987**

Current Tenant(s):

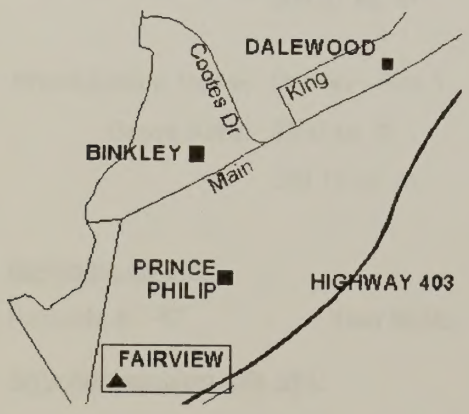
Jewish Social Services
Rygiel Home

Site Information:

Site/Addition Name: Fairview
Gross Area: 22250 sq. ft.
2067.025 sq. m

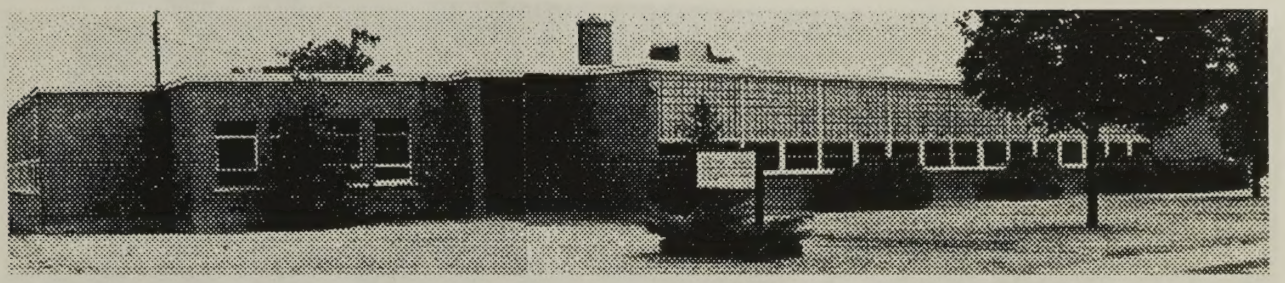
Year Built: 1976
Site Acres: 2.2
Site Hectares: 0.890

Area surrounding this site:



Glenview

1133 Central Avenue **Block 40** **Closed 1977**



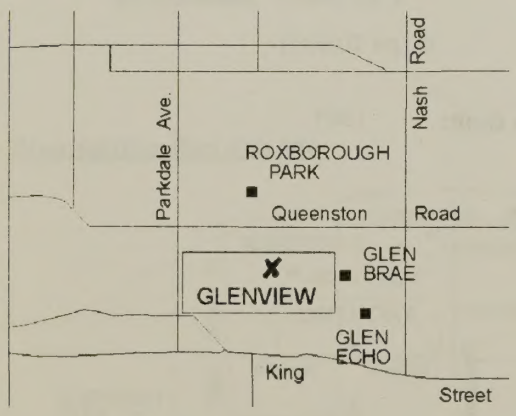
Current Tenant(s):

Southern Ontario Library Services

Site Information:

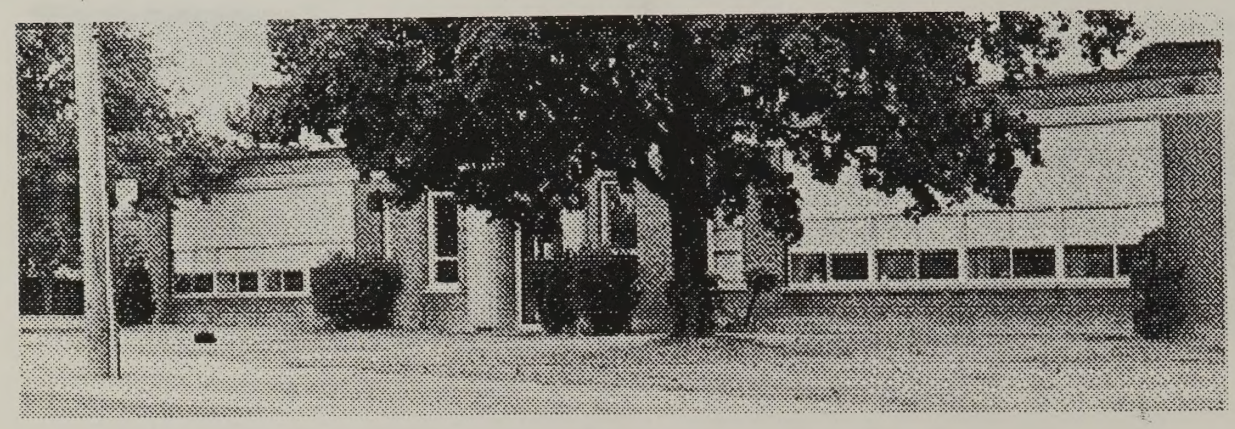
Site/Addition Name:	Glenview (Rental)	**Year Built:**	1955
Gross Area:	6919 sq. ft.	**Site Acres:**	1.56
	642.7751 sq. m	**Site Hectares:**	0.631

Area surrounding this site:



Mohawk Trail

360 Mohawk Road West **Block 46** **Closed 1977**



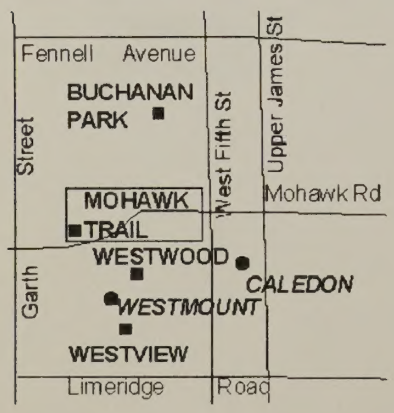
Current Tenant(s):

Mohawk College

Site Information:

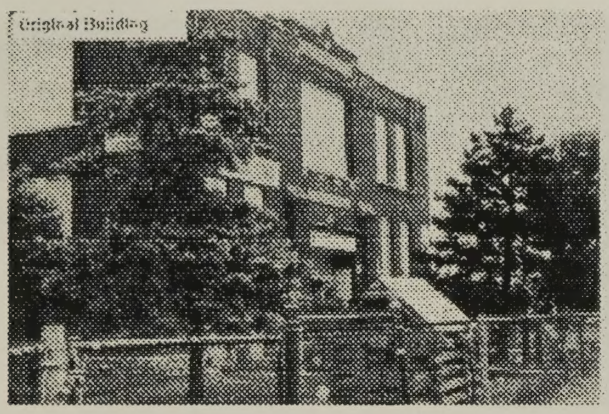
Site/Addition Name:	Mohawk Trail School (R)	**Year Built:**	1947
Gross Area:	3933 sq. ft.	**Site Acres:**	1.73
	365.3757 sq. m	**Site Hectares:**	0.700
Site/Addition Name:	Mohawk Trail School (R) - Add 1	**Year Built:**	1949
Gross Area:	5328 sq. ft.		
	494.9712 sq. m		
Site/Addition Name:	Mohawk Trail School (R) - Add 2	**Year Built:**	1951
Gross Area:	4753 sq. ft.		
	441.5537 sq. m		

Area surrounding this site:



Onteora

243 Fennell Avenue East **Block 52** **Closed 1978**



Current Tenant(s):

YMCA Daycare

Site Information:

Site/Addition Name: Onteora (R) **Year Built:** 1923

Gross Area: 5354 sq. ft. **Site Acres:** 2.45

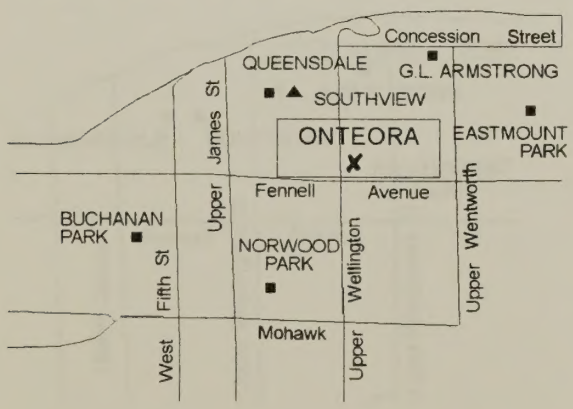
497.3866 sq. m **Site Hectares:** 0.991

Site/Addition Name: Onteora (R) - Add. 1 **Year Built:** 1961

Gross Area: 18300 sq. ft.

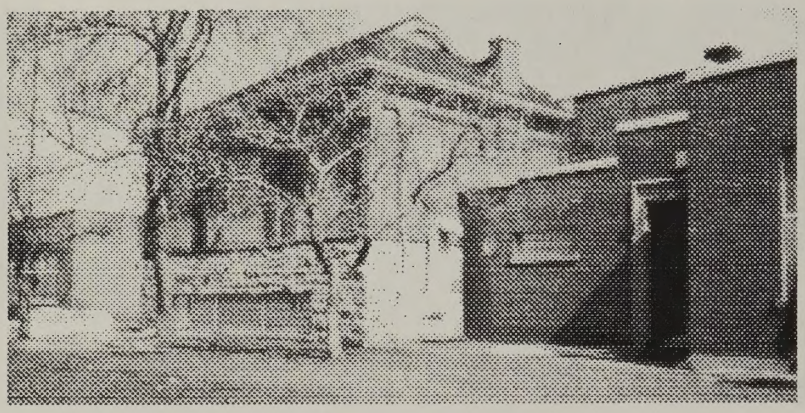
1700.07 sq. m

Area surrounding this site:



Ridge

1289 Upper James Street **Block 76** **Closed 1977**

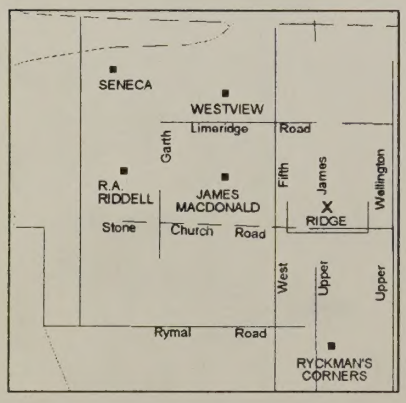


Site is Vacant.

Site Information:

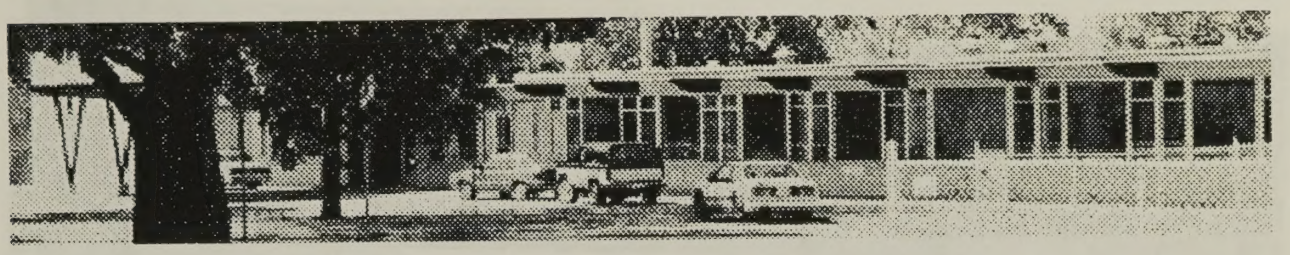
Site/Addition Name:	Ridge (R)	**Year Built:**	1947
Gross Area:	6693 sq. ft.	**Site Acres:**	1.71
	621.7797 sq. m	**Site Hectares:**	0.691
Site/Addition Name:	Ridge (R) - Add. 1	**Year Built:**	1949
Gross Area:	2482 sq. ft.		
	230.5778 sq. m		
Site/Addition Name:	Ridge (R) - Add. 2	**Year Built:**	1951
Gross Area:	2480 sq. ft.		
	230.392 sq. m		

Area surrounding this site:



Southview

205 Queensdale Avenue East **Block 51** **Closed 1986**



Current Tenant(s):

Black Youth Achievement

Site Information:

Site/Addition Name: Southview - Add. 1 **Year Built:** 1970

Gross Area: 8544 sq. ft.

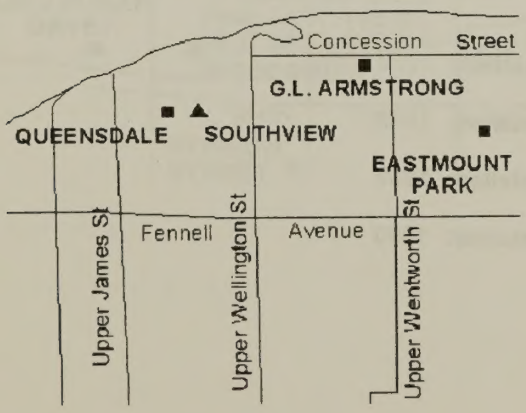
793.7376 sq. m

Site/Addition Name: Southview **Year Built:** 1960

Gross Area: 7391 sq. ft. **Site Acres:** 1.99

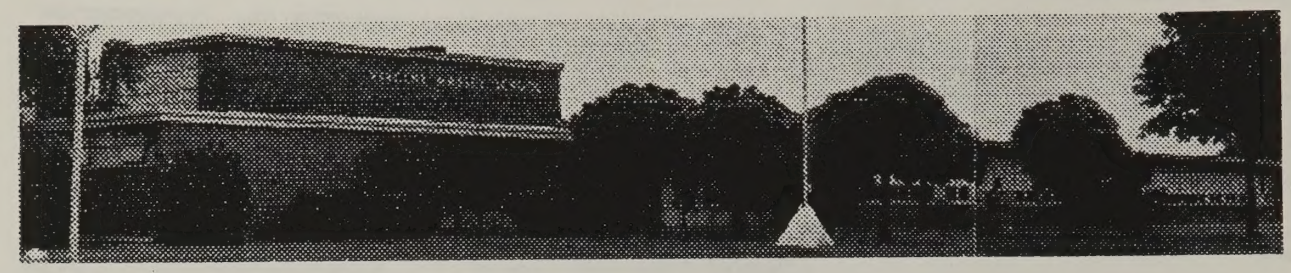
686.6239 sq. m **Site Hectares:** 0.805

Area surrounding this site:



Vincent Massey

155 Macassa Avenue **Block 57** **Closed 1991**



Current Tenant(s):

World Wide Church of God

Calvert House

Newcombe House

Site Information:

Site/Addition Name: Vincent Massey **Year Built:** 1957

Gross Area: 15250 sq. ft. **Site Acres:** 5.12

1416.725 sq. m **Site Hectares:** 2.071

Site/Addition Name: Vincent Massey - Add. 1 **Year Built:** 1959

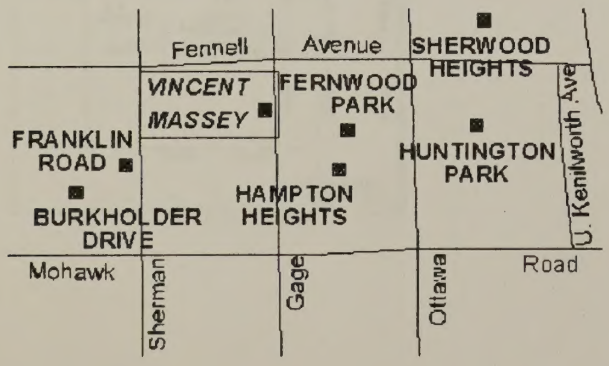
Gross Area: 4397 sq. ft.

408.4813 sq. m

Portables on Site:

Portable #: 53	**Year Built:** 1968	**Year Installed:** 1979
Portable #: 48	**Year Built:** 1967	**Year Installed:** 1979
Portable #: 40	**Year Built:** 1966	**Year Installed:** 1983
Portable #: 17	**Year Built:** 1963	**Year Installed:** 1980

Area surrounding this site:



House @ 37 East Ave N

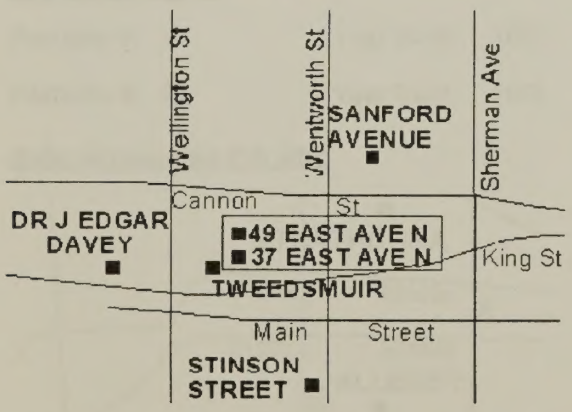
37 East Avenue North **Block 11** **Purchased 1972**

Site is Vacant.

Site Information:

Site/Addition Name: House

Area surrounding this site:



Vacant Lot - 49 East Ave N

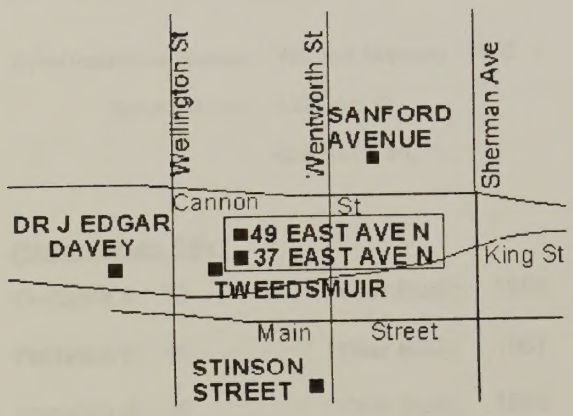
49 EAST AVENUE NORTH | BLOCK 11 | PURCHASED 1972

Site is Vacant.

Site Information:

Site/Addition Name: Vacant Lot

Area surrounding this site:



220 Dundurn St S

220 Dundurn Street South **Block 4**

Current Tenant(s):

Maintenance Department, Warehouse, etc.

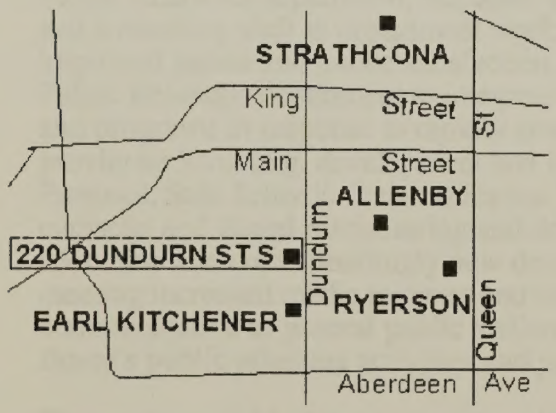
Site Information:

Site/Addition Name:	220 Dundurn	**Year Built:**	1930-1
Gross Area:	80616 sq. ft.	**Site Acres:**	3.03
	7489.2264 sq. m	**Site Hectares:**	1.226

Portables on Site:

Portable #:	38	**Year Built:**	1966	**Year Installed:**	1989
Portable #:	22	**Year Built:**	1965	**Year Installed:**	1989

Area surrounding this site:



1996 01 09

MEMO TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Donald W. Goodridge
Director of Education and Secretary

Gayla Brock-Woodland
Public Relations Officer

RE: Annual Public Relations Report

REPORT CLASSIFICATION: Information

BACKGROUND:

The 1994-1997 Public Relations Plan, approved by the Board in November 1993, includes a recommendation that the Public Relations Officer report to the Operations and Finance Committee annually to provide an update on progress in meeting Public Relations Plan goals. Further, the Board's Public Relations Policy, approved in 1994, assigns ongoing responsibility to the Public Relations Officer for development, implementation and evaluation of the formal Public Relations Plan.

In January 1995, the Public Relations Officer provided a progress report on the first year of implementation of the Public Relations Plan. This report provided an overview of the status of Public Relations Plan programs as well as refinements and revisions to these programs as a result of changing priorities, resources, issues and opportunities. Factors having an impact on the direction of public relations programs and the activities of the Public Relations department, included: a significant increase in parent and public inquiries and a resulting shift in department workload to respond to these inquiries in a manner that improved parent and public satisfaction and access to information; an increased need for the Public Relations department to integrate new organizational priorities into current activities and programs in response to rapidly emerging issues and changes at the Board and provincial level (e.g. development and implementation of Dangerous/Suspicious Stranger Protocol, Safe Schools Communication Strategy, communication related to provincial cutbacks and Board restructuring and downsizing); an increase in public interest in education and correspondingly new demands to support the Board and school staff in meeting increased media requests and information needs; and trustee interest in increased communication to general public audiences. These factors continue to impact on the Board's public relations activities and programs.

The purpose of this Report is to provide an overview of progress in meeting the goals set out in the 1994-1997 Public Relations Plan, throughout 1995, the second year of implementation of programs included in the Plan. As with last year's report, the attached overview of Public Relations Plan Implementation and Updates (Appendix I) also includes refinements based on changing organizational priorities, resources, new opportunities and current educational trends, realities and issues.

In 1995 and 1996, organizational priorities as well as trends, realities and issues continue to shape our public relations activities and programs. Key guiding principles for public relations activities and Public Relations Plan development include the following:

- **Focus on Student Achievement:** One of the key goals of the Public Relations Plan was to encourage parent involvement in the education process, thereby supporting student achievement. This must remain a strong focus for our public relations activities given the proven relationship between stronger links between home and school and student success. As reflected below, however, the nature of information required to meet parent needs and to provide for meaningful opportunities for involvement continues to evolve.

Updates related to the Parent Conference, Parent Fact Sheets and Staff Workshops demonstrate our continued focus in this area as well as our ongoing efforts to improve response to parent and parent groups requests and needs.

- **Target and Condense:** there is a need to develop communication materials that are increasingly targeted to meet particular parent or community information needs related to rapidly changing educational issues, restructuring, program changes, funding cutbacks and other emerging priorities and directions at the local and provincial level. With increased communication speed and decreased budgets, communication materials need to developed more quickly and cost-effectively . Key objectives for communication materials include: increased support to schools in communication of important and more complex issues, directions and programs; ability to customize and deliver at school level to meet community needs; and clear, concise, low-cost, easy-to-distribute, timely, relevant and topical formats.

Refinements to Parent Fact Sheets, the introduction of Parent Updates, continued refinements to the Community Report format and its targeting to the general public as well as increased media relations support are just some of the changes in Public Relations Plan programs (see Appendix I) to meet these goals.

- **Fiscal Responsibility/Leveraging the PR Investment:** The need to maximize public relations activities that serve key student, parent, community and school-level needs and to reduce public relations expenditures in view of severe fiscal restraints are reflected throughout the attached overview of current and upcoming Public Relations Plan activities. Programs have been refined to reduce costs. In addition, communication materials and messages are and will be leveraged in a variety of ways and through a variety of communication channels to increase our effectiveness in reaching a broad range of target audiences (for example, Community Report, Board Information Package and translation) with critical information.

In addition, it should be noted that the Public Relations Department has actively pursued outside funding to support key projects, such as the Parent Conference and the Community Report. In 1995, the department brought in more than $6,000 in donations to support PR Plan programs. Please also note revisions in Elementary and Secondary Parent Calendars and the Quickfinder that have resulted in additional savings.

- **Increased Response and Two-Way Communication**: The need to provide public relations programs that build parent and community involvement in schools and board decision-making is critical to the success of our students, organization and operations, as recognized in our Public Relations Policy. In a time of rapid change, innovation, and an increasing gap between parent and public understanding of school

programs and activities from past experience versus current trends and realities, there will be an increased need to communicate quickly and effectively. In attention to fulfilling information needs of parents, public and media more rapidly, given increased interest in education and a climate of accountability, there needs to be a continued concentration on Public Relations Plan programs that build two-way communication and involvement over the long-term.

Updates related to the Parent Conference, Parent Fact Sheets, increased support to system and schools in media relations, the Community Report, increased use of Cable 14 and electronic media all relate to these needs. In general, public relations activities will continue to shift to support more immediate communication priorities and deadlines, particularly in the area of media relations and communication of organizational change, internally and externally. With current staff resources and decreased budgets, this will continue to be a key challenge for the department.

ISSUE:

To provide trustees with an update on Public Relations Plan implementation, including targets, progress and future directions.

RECOMMENDATION:

1. That the Annual Public Relations Report be received for information.

RATIONALE:

Continued implementation of programs included in the Public Relations Plan 1994-1997 will support the Board's Public Relations Policy (approved 1994) and its commitment to parent and public involvement and partnership in supporting student, organizational and operational success.

Refinements of current programs will allow us to maintain our focus on supporting student achievement through public relations, while adapting to changing priorities, issues and trends, as reflected in the Background section, including: fiscal responsibility, the need to target and condense; increased need for response and two-way communication; and increased accountability.

APPENDIX I: Public Relations Plan Implementation and Updates

Appendix I

PUBLIC RELATIONS PLAN IMPLEMENTATION AND UPDATES

■ PARENT FACT SHEETS

- **Target (1995):**
  - develop six parent fact sheets

- **Progress (1995):**
  - developed five fact sheets to meet parent needs, as well as two versions of one parent fact sheet customized for student and staff audiences. These included: *Safe Schools: Creating Safe Places to Learn (JK to OAC); Introducing the Common Curriculum: Grade 9, 1995; Our Report Card (Grade 9 Review); Our Report Card (Grade 3 and 6 C.A.T. results); Smoke-Free Schools (student, staff and parent versions)*

  - fact sheets on Language Learning, Computers and Special Education were put on hold as a result of pending program changes related to the Common Curriculum and due to PR budget reductions in 1995.

- **Forecast (1996):**
  - develop new format and focus for parent fact sheets in form of publications to be called, PARENT UPDATE

  - as a result of the anticipated level of changes in education at both the local and provincial levels, there will be a need to provide updates to parents on issues that impact on school programs and board services. These are issues that require communication to increase parent participation and understanding throughout the decision-making process. Also, there is an opportunity to provide information on parenting skill topics (such as, behavior management and social skill development) which were ranked highly as an information need through parent conference surveys

  - as we await Common Curriculum Outcomes and validation, some previously suggested curriculum topics will need to be put on hold
  - this provides opportunity to address parent communication needs listed above
  - possible topics, include:

  The Budget Process and Budget Updates
  Dealing with Difficult Behavior (JK to OAC)
  Supporting Social Skill Development (JK to middle school)
  How to Boost Student Achievement
  The Role of the School Trustee
  How to Work with Teachers and the School
  ** Major Policy, Program and Service Updates, as required**

  - format will be a one-page fact sheet designed for school newsletters. These will be printed in black and white, or supplied to schools as a master copy for reprinting in school newsletters. Each fact sheet will carry the title PARENT UPDATE.
  - this format will also be used for other planned parent fact sheets, including:
  > Introducing the Common Curriculum (Grades 1 to 9)
  > Our Report Card

■ INFORMATION LINE

- **Target (1995):**
  - continued promotion of Public Relations Department Information Line to assist parents and public requiring response to questions and concerns as well as access to Board staff and resources

- **Progress (1995):**
  - continued increase in calls on this line as a result of promotion in publications and due to factors, such as decreased staffing in other departments and increased interest in education and Board/school issues amongst general public and media
  - increased demands in terms of responding to calls and required follow-up on information requests
  - estimated 25 to 35 calls, per day, on this line

- **Forecast (1996):**
  - there has been some difficulty in getting through on the line, due to volume
  - introduction of voice-mail should provide increased levels of public service on this line

■ ELEMENTARY and SECONDARY PARENT CALENDARS

- **Target (1995):**
  - to increase parent involvement in student learning and provide parents with important school-year information and contact numbers
  - to reduce format and cost of both publications

- **Progress (1995):**

  - reduced cost of elementary calendar through re-design
  - continued involvement of parents and principals to evaluate content and effectiveness of both elementary and secondary calendars
  - used Secondary Calendar for special parent information feature on Magnet School Policy and to provide increased opportunity for parent input
  - Information Line calls continue to indicate that parents use this calendar for information and easy reference throughout the year
  - introduced increased information on Role of the School Trustee
  - introduced detailed school-by-school listing of secondary school exams and P.A. Days

- **Forecast (1996):**
  - continued publication of both elementary and secondary versions
  - evaluation of content and format by parent and principal reps
  - continued focus on design and print parameters to reduce cost

■ PARENT CONFERENCE

- **Target (1995):**
  - develop parent conference in partnership with Home and School Associations, teachers' federations and principals' associations

- **Progress (1995):**

  - first annual parent conference, entitled *Moving Forward Together: Helping Students Achieve* was held at Sir Winston Churchill Secondary , on May 6
  - this was a sold-out conference with more than 600 registrants
  - a strong partnership effort with active involvement of parents, teachers, principals, support staff, hosting school, community sponsors and others
  - very positive parent evaluation of conference indicating that conference had reached goal of supporting student achievement and creating stronger links with parents
  - close to 300 parent conference surveys were returned indicating that: all attendees would return for next year's conference; that a majority would pay a fee for the conference; that workshops were on target and helpful; that topics of interest for next year's conference were parenting skills, dealing with behavior and discipline issues, learning ways to boost student achievement, and how tosupport social skill development and work with teachers and school.
  - we received over $5,000 in corporate and teacher federation sponsorships
  - more than 70 parents volunteered to help with next year's conference

- **Forecast (1996)**

  - work has already begun on our 1996 Parent Conference, to be held on April 13
  - a strong and dedicated committee including Home and School Association, teacher and principal representatives is developing an enhanced workshop program. This program will increase emphasis on parenting skill, behavior management and student achievement topics, which scored highly in parent conference evaluations. Also, we will be customizing workshops to elementary and secondary levels to further meet parent information needs.
  - increased corporate sponsorship will be pursued to further decrease costs to the Board (so far, we have confirmed over $4,500 in sponsorships)
  - parents will be able to make voluntary donations (at the door)
  - we have confirmed a popular speaker for our keynote address
  - the Conference will again be supported by a strong communication strategy

■ MEDIA RELEASES/MEDIA RELATIONS

- **Target (1995):**
  - to continue to support media access to information on our school system
  - to increase electronic media coverage
  - to provide opportunities for more in-depth coverage of education issues, board achievements, and new priorities and directions

- **Progress (1995):**

  - achieved goal of increased use of Cable 14 as community access channel. We developed a new *Education Focus* series in partnership with Cable 14. The Board will produce *Education Focus* segments every other month related to topics of interest to parents and community. Our first two shows aired in October and November on the topics of Business/Education Links and Creating Safe Schools. Both programs involved a variety of board staff, the Chairman of the Board, students, as well as business and community partners. (Tapes of these programs are available for viewing).

  - continued to meet growing media demands associated with increased media coverage of Board and school issues and events, faster response time due to shorter media deadlines (e.g. Spectator morning edition), and decreased staff across departments to respond to media requests
  - provided opportunities for interviews and media briefings on emerging educational issues and topics resulting in more in-depth coverage (e.g. magnet schools, education funding, introduction of common curriculum to Grade 9, safe school initiatives etc.)

  - provided increased support to schools in responding to media requests and news items (this is as a result of increased media and public attention related to school issues and operations, as well as a variety of high-interest new stories in Hamilton schools, this year). This supports prompt, accurate, and appropriate response from schools and the Board.

  - improved electronic coverage through improved response time to on-air and on-camera interview requests

  - media releases were produced on a broad range of Board initiatives, directions, policies, accomplishments, budget and budget reduction decisions, student and staff achievements etc.

  - continued media relations training for school staff to improve our response to media

- **Forecast (1996):**

  - continue to support media in accessing information on our school system
  - continue to provide increased levels of support to schools and Board in responding to emerging education issues and new stories
  - focus increased resources on media relations given communication requirements resulting from continued funding and organizational changes at the provincial and local level (e.g. budget reductions, Sweeney Report, announced changes to secondary school programs, etc.)

■ STAFF WORKSHOPS

- **Target (1995):**
  - to develop in-service sessions for school leaders that provide skills and strategies for building school level public relations plans and improved media relations
  - to provide increased support related to crisis management and violent incidents

- **Progress (1995):**
  - provided staff in-services on topics, such as school-level public relations plans; media relations; public relations policy; and dangerous/suspicious stranger protocol. These included sessions for school leaders and support staff as well as for local and provincial teacher, principal and parent organizations.

  - although a specific workshop was not delivered on crisis communication, continued to provide crisis communication training as part of regular media training sessions. This includes guidelines for media relations related to violent incidents as well as practical case studies. Also provide daily support to schools involved in media issues related to violent or "crisis" situations, especially those related to the Safe Schools and Dangerous/Suspicious Stranger policies.

- **Forecast (1996):**

  - continued media relations in-service for support staff (focus in year three on principal assistants and school secretaries)

  - development and delivery of a new workshop in addition to continued offering of The Media Relations Survival Guide; PR Planning -- The Secret Formula; and Successful Students Through Parent Involvement. The new workshop will be entitled, Great Expectations: The New Standards for Schools. This new workshop will provide school leaders with ideas and strategies that use effective communication to increase parent satisfaction as well as involvement. There will be concentration on the role all staff can fulfil in this process, new communication tools for a 30-second world, and effective strategies to create a welcoming school.

■ BOARD INFORMATION PACKAGE

- **Target (1995):**
  - development of comprehensive board information handbook (elementary and secondary level) covering programs, services, policies and operations
  - distribution to all elementary and secondary students

- **Progress (1995):**

- development of the Information Handbook was stopped as a result of budget reductions and advertiser response. It was necessary to re-evaluate school and parent communication needs in terms of the format of this brochure, distribution and content. Sections on programs and the secondary level were put on hold due to anticipated changes to Grades 1 to 9 programs through the Common Curriculum, and to secondary programs due to Magnet School Policy.

- a small information brochure on our school system was produced for International Students. This brochure was developed to meet information requests at the school level. Translation of this brochure was provided in two languages, as requested. Experience in developing these translations will assist in meeting ESL communication objectives (see Forecast)

- **Forecast (1996)**

- to develop a condensed school system brochure providing a general overview of key services and program options at the elementary and secondary level. This will also include information on the school system as a whole, answers to most-often-asked questions, structure of the Board, special programs and services (e.g. French Immersion, ESL, special education services, alternative programs), opportunities for parent involvement at the school and system level, rights and responsibilities of parents, and information sources and resources at the school and system levels.

- the school system brochure will meet new student, and new resident information needs. A small quantity of these brochures will be circulated to all schools for distribution, as needed, throughout the year. These brochures will also be available for kindergarten registration.

- content from the Board brochures entitled *Does your Child Need Special Programs?, Welcome to Our School. and Whom do I see? What do I Say?*, will be included in this brochure. These previous brochures will also be updated, revised and reprinted as separate stand-alone brochures to meet targeted information requests and needs at the school and system level. Small quantities will be distributed to schools.

- sections of the school system brochure related to most-often asked questions as well as parent involvement opportunities, how to make complaints, and other topics, such as those covered in the Welcome to Our School brochure will be reprinted internally (black and white) and master copies will be circulated to schools for inclusion in school newsletters, as appropriate.

- translated versions of these the school system brochure as well as specific information sheets and the three stand-alone brochures will be translated for English-As-A-Second-Language parents. Translated versions will be text only and will be delivered alongside the English version. This will reduce duplication of photo images and production costs. Translation of materials will be phased in over the next two years.

■ COMMUNITY REPORT

- **Target (1995):**
  - to produce a Community Report highlighting the Board's challenges and achievements, including information on key areas of accountability, such as student achievement and resource management

  - to provide this information to a broader General Public audience, in addition to parent, school, business and community leader audiences, as in the past.

- **Progress (1995):**

  - our plan to distribute a magazine-style annual report, supported by increased advertising, to a mass audience was revised due to advertising response and production costs
  - instead, the Community Report was produced in a magazine-style format, supported by advertising from the Teachers' Credit Union, and promoted through advertisements in the Spectator, Mountain News and the Panorama (Chamber of Commerce Magazine).
  - this strategy allowed us to publicize key information included in the Report without costs associated with mass distribution and production
  - in addition, this strategy included the opportunity to borrow copies of the Community Report at school and public libraries in each community. This increased access while decreasing costs.

- **Forecast (1996):**

  - to develop a more condensed-version brochure providing highlights of the Board's activities, priorities, challenges, new initiatives and accomplishments, in 1995

  - to develop a series of brief print and radio ads (public service announcements) which will present select information from the Report that is of strong general public interest. These items will be presented as information updates and will be profiled in reader (audience) friendly and interesting format. These items will be developed on specific topics that relate to key issues of Board accountability and that can be matched with appropriate advertising sponsors to offset costs (e.g. topics might include student performance and achievements, budget reductions and fiscal management, staff performance, business and education partnerships etc.) We will also use information in these items for Cable 14 information items.

■ EDUCATION WEEK

- **Target (1995):**
  - continued leadership in the co-ordination of Education Week system and school events

- **Progress (1995):**

  - Education Week Committee members co-ordinated mall displays in the Lower City and on the Mountain. These displays, as well as student performances, showcased student and staff excellence throughout our system and provided opportunities to dialogue with parents and public. In addition, schools ran a variety of special events during the Week.

- Education Week activities were also focused around the Parent Conference (see Parent Conference section).

- continues to rely on dedicated Education Week volunteer co-ordinators at school and system level

- **Forecast (1996):**

  - Education 1996 will be co-ordinated by the Education Week Committee, with increased appeal to retired Board employees to supervise mall performances and displays.

  - It will be suggested that school-level activities build on the City's Sesquicentennial. An *Ideas For Schools* booklet has been provided to all schools to assist in supporting this theme. The Sesquicentennial Committee produced this and other resources to assist schools in this process.

■ QUICKFINDER

- **Target (1995):**
  - to produce an easy-to-use system directory for internal and external audiences

- **Progress (1995):**

  - reduced cost of this publication through revised format. Printed internally.
  - also expanded information

- **Forecast (1996):**

  - continued production of this publication in the revised format

OTHER PR PLAN PROGRAMS and SPECIAL PROJECTS -- In Brief

- Information Resources Listing (see Board Information Package, above)
- Newsline (deferred due to budget reductions)
- Recognition Program
  - continued co-ordination of Featured Performers, Outstanding Achievement Award presentations and Recognition of Excellence Award.
- Parent Communication Strategies Review (deferred as a result of Parents and Community as Effective Partners (P.C.E.P.) initiatives)
- PSA's (see Community Report for this year's focus)
- ESL Communication Needs Review
  - initial survey sent out
  - follow-up was deferred because of budget reductions
  - communication objectives to be met through Board Information Package (see above)
- From the Director (provide ongoing communication support related to these bulletins)
- Speeches Program (provide ongoing support)
- Fundraising Study (will provide related communication support)
- Sesquicentennial Committee (Chaired by Public Relations Officer)

- Dangerous/Suspicious Stranger Protocol (continue to fulfill communication responsibilities and school liaison duties)
- Budget Communcation Strategy (see Parent Fact Sheets, Media Relations and Community Report)

1996 ESTIMATES

Impact On Levy For Mill Rate

Summary of Changes in Expenditures/Revenues Causing an Increase in the Levy:

Remuneration:		
Salaries and Wages and Employee Benefits		4,980,000
Fixed:		
Debt Charges		1,220,000
Rentals		1,340,000
Transportation		40,000
Insurance		(30,000)
Tuition Fees		1,235,000
Chargeback Of Taxes		(1,100,000)
		2,705,000
Variable:		2,466,800
Net Increase in Expenditures		10,151,800
Revenue:		
General Legislative Grants	-Social Contract	1,640,000
	-Mini Budget	7,000,000
	-Other	1,545,000
1995 Deficit		1,515,000
Supp.Taxes, PIL, T&T		55,000
Other Government Funding		698,000
Tuition Fees		1,280,000
Rental Revenue		163,000
Insurance Proceeds		(115,000)
Transfer to Reserves		1,695,000
Other		(71,000)
Reduction in Assessment Base		968,200
		16,373,200
Increase in Levy		26,525,000

The Board of Education for the City of Hamilton
1996 Estimates
Expenditures

EXPENDITURES	1995 BUDGET	1995 ACTUALS as @ 11 30	1996 ESTIMATES	INCR./(DECR.) OVER PRIOR YEAR $	%
Remuneration					
Salaries & Wages	$ 193,255,064	180,369,200	197,443,000	4,187,936	2.17%
Employee Benefits	24,910,324	21,088,564	25,700,000	789,676	3.17%
Total Remuneration	218,165,388	201,457,764	223,143,000	4,977,612	2.28%
Fixed					
Energy	5,779,000	4,644,972			
Debt Charges	3,225,936	2,450,037			
Rentals - Computer Equipment	2,566,000	2,227,592			
Fees & Contractuals		4,781,857			
- Transportation	5,127,472	0			
- Insurance	702,682	0			
Tuition Fees	4,874,839	2,680,200			
Charge Back of Taxes	3,974,600	3,643,372			
Total Fixed	26,250,529	20,428,030	28,955,925	2,705,396	10.31%
Variable					
Consumables					
Travel	243,735	235,358			
Personnel Training	240,942	167,540			
Bursaries & Student Aid	90,000	70,626			
Books, Films & Software	844,589	632,131			
Supplies & Services	8,251,942	6,329,184			
Other Expense	475,022	1,090,964			
	10,146,230	8,525,803			
Contractuals					
Rentals - Other	192,455	73,642			
Fees & Contract. - Other	600,570	390,352			
	793,025	463,994			
Capital					
Repairs, Bldgs & Grnds	2,610,453	2,221,886			
New & Repl. Equipment	741,049	184,025			
Capital From Current	519,620	809,097			
Perm. Improvements	382,120	457,779			
	4,253,242	3,672,787			
Other					
Transfer to Reserves	56,100	0			
	56,100	0			
Total Variable	15,248,597	12,662,584	17,715,360	2,466,763	16.18%
Total Expenditures	$ 259,664,514	234,548,378	269,814,285	10,149,771	3.91%

The Board of Education for the City of Hamilton
1996 Estimates
Revenues

REVENUES	1995 BUDGET	1995 ACTUALS as @ 11 30	1996 ESTIMATES	INCR./(DECR.) OVER PRIOR YR. $	%
Fixed					
General Legislative Grants	$ 84,793,672	72,111,800	76,250,000	(8,543,672)	(10.08%)
Social Contract	(7,620,159)	(6,694,131)	(9,260,000)	(1,639,841)	21.52%
Net General Legislative Grants	77,173,513	65,417,669	66,990,000	(10,183,513)	(13.20%)
Suppl. Taxes, T&T, PIL	6,896,638	1,904,638	6,841,860	(54,778)	(0.79%)
Tuition Fees	13,913,702	13,051,216	12,632,054	(1,281,648)	(9.21%)
	97,983,853	80,373,523	86,463,914	(11,519,939)	(11.76%)
Variable					
Surplus (Deficit)	(345,225)	(546,482)	(1,860,000)	(1,514,775)	438.78%
Other Provincial Revenues	1,654,442	1,203,103	956,577	(697,865)	(42.18%)
Recoverable Transportation	75,000	453	75,000	0	0.00%
Rental Revenue	437,048	425,123	273,911	(163,137)	(37.33%)
Capital Recoveries	60,000	11,026	175,000	115,000	191.67%
Other Revenue	1,033,423	775,394	1,104,509	71,086	6.88%
	2,914,688	1,868,617	724,997	(2,189,691)	(75.13%)
Transfer from I.I.S. Reserve	200,000	200,000	0	(200,000)	(100.00%)
Mill Rate Stabilization Reserve	1,495,000	1,495,000	0	(1,495,000)	(100.00%)
Levy for Mill Rate	157,070,973	143,846,842	182,625,374	25,554,401	16.27%
	161,680,661	147,410,459	183,350,371	21,669,710	13.40%
Total Revenues	$ 259,664,514	227,783,982	269,814,285	10,149,771	3.91%
Realty Taxes	$ 987.13		$1,154.41	$ 167.28	16.95%
Assessment Base	797,821,626		792,724,096		

THE BOARD OF EDUCATION FOR THE CITY OF WINDSOR
ADMINISTRATIVE OFFICE: 451 Park Street West, P.O. Box 210, Windsor, Ontario N9A 6K1 (519) 255-3200

1995-11-17

REFERRED TO OPERATIONS AND FINANCE COMMITTEE AT 1995 12 21 BOARD

Director of Education & Secretary to the Board
Hamilton Board of Education
P.O. Box 2558
100 Main Street West
Hamilton, Ontario
L8N 3L1

OFFICE OF THE
NOV 20 1995
DIRECTOR OF EDUCATION

Dear Sir/Madam:

Please be advised that at our Board Meeting of 1995-11-08, the following resolution was approved:

WHEREAS the Ontario Public School Boards' Association and the Ontario School Board Insurance Exchange are both marketing managed employee benefit care cooperatives in competition with each other, and

WHEREAS the movement in the province in education is toward shared services and initiatives,

BE IT SO MOVED THAT THE OPSBA AND OSBIE BE URGED TO COME TO AN AGREEMENT TO MERGE THEIR PROGRAMS AND MARKET ONE COOPERATIVE TO THE PUBLIC SCHOOL BOARDS IN THE PROVINCE.

It was also determined at the meeting, that Public Boards in the province be urged to support this resolution and I am following up with that direction.

For your assistance, support letters should be addressed to:

OSBIE, Stan Lasanowski, General Manager,
105 Silvercreek Parkway N., Guelph, Ontario, N1H 6S4;

OPSBA, Donna Cansfield, President,
439 University Avenue, 18th Floor, Toronto, Ontario, M5G 1Y8.

Yours truly,

Mary Jean Gallagher

DIRECTOR OF EDUCATION &
SECRETARY TO THE BOARD

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES, FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

MARCH, 1996

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	
	4	5 French Language Section 19:00	6	7 Program 18:15 Personnel and Organization ?? 18:15	8	
	11	12 -- M A R C H B R E A K -- Operations and Finance ?? 18:15	13	14 Personnel and Organization ?? 18:15	15	
	18	19 Operations and Finance ?? 18:15	20 Special Education Advisory Committee 19:00	21 Board 20:00	22	
	25 Home and School 19:00	26 Chairs 17:30 French Language Section 19:00	27	28	29	

Hamilton Board of Education
Education Centre
1996 01 09

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY / SECONDARY

(a) That the following trip requests be approved:

(i) Holbrook, Grades 4-5, Outdoor Education, Camp Wanakita, Haliburton area, 1996 05 13-15 (Monday to Wednesday)

(ii) Queensdale, Grade 5, Outdoor Education, Camp Wanakita, Haliburton area, 1996 05 13-15 (Monday to Wednesday)

(iii) Barton, Grades 9-OAC, Stratford Festival, Stratford, 1996 05 22 (Wednesday)

(iv) Delta, Grades 9-OAC, Algonquin Park, 1996 01 26-29 (Friday to Monday)

(v) Delta, Grades 9-OAC, Ski Trip, Blue Mountains, Collingwood, 1996 02 09 (Friday)

(vi) Sir Winston Churchill, Grades 9-OAC, New York City, New York, U.S.A., 1996 05 15-18 (Wednesday to Saturday)

(vii) Westdale, Grades 11-OAC, Senior Volleyball, Orleans, 1996 02 02-03 (Friday to Saturday)

(viii) Westdale, Grades 11-OAC, Visual Art History, New York City, New York, U.S.A., 1996 05 23-26 (Thursday to Sunday)

(ix) Westmount, Grades 10-OAC, World Affairs Conference, Upper Canada College, Toronto, 1996 02 19-20 (Monday to Tuesday)

(x) GHAC Cross-Country Ski Provincial Championships, Grades 9-OAC, Duntroon, 1996 02 08 (Thursday)

Respectfully submitted,

D. W. Goodridge
Director of Education and Secretary

AGENDA

SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE

1996 01 23

GENERAL

1. Presentation by Recycling Pickup Services Item 1
   - Please see ~~separate attached package~~
2. Update on Report re Initial Forecast

ELEMENTARY/SECONDARY

1. Presentation by Friends of Junior Kindergarten
   - Please see separate attached package

Recycling Pickup Services

Recycling Proposal for

The Hamilton Board of Education

January 1996

Recycling Pickup Services

673 Upper James St., Box 84
Hamilton, Ontario L9C 5R9
(905) 525-5577 (905) 525-6555 fax

Table of Contents

Recycling Pickup Services

673 Upper James St., Box 84
Hamilton, Ontario L9C 5R9
(905) 525-5577 (905) 525-6555 fax

Executive Summary

- **Recycling Pickup Services**, a Hamilton based company has reliably serviced industrial, commercial and institutional clientele over the past six years.

- 96% of the waste stream is recyclable and for the first time, a comprehensive recycling programme developed by **Recycling Pickup Services** diverts all of these materials.

- **Recycling Pickup Services'** programme meets or exceeds Fire and Health department requirements and received national media attention including a congratulatory fax from Dr. David Suzuki.

- In order to maximize income generated through the sale of the Board's recyclable material, a maximum source separation programme must be implemented.

- **Recycling Pickup Services'** maximum source separation programme has already successfully reduced the volume of waste at schools within the Wentworth County Board and the Hamilton-Wentworth Roman Catholic Separate Board to municipal curbside collection levels.

- An opportunity exists to eliminate the requirement for a waste contract by utilizing municipal curbside garbage collection at no cost to the Board.

- **Recycling Pickup Services** will provide fire-proof and vandal-proof exterior storage containers for recyclables and up to twelve thousand classroom containers for separating materials. Two thousand sets of colour coded signs will also be provided.

- **Recycling Pickup Services** will provide free confidential document destruction services to the Board's administrative offices.

- **Recycling Pickup Services** administrative expertise provides an essential educational component lacking in all other recycling programmes.

- **Recycling Pickup Services** would like to enter an incentive based partnership with the Board that shares the value of the recyclable material.

Recycling Pickup Services

Proposal Highlights

Safe	• **meets fire and health regulations**
Clean	• **utilizes clear plastic recyclable bags**
Visible	• **conveniently located for easy use**
Easy	• **consistent colour coded sorting system**
Educational	• **promotes student participation**
Incentives	• **recognizes individual accomplishments**
Flexible	• **adaptable to various environments**
Comprehensive	• **diverts up to 96% of all waste**
Returns Value	• **shares value of recyclables**

Recycling Pickup Services

Programme Overview

Over the past two years, we have been developing a comprehensive recycling program specifically designed to meet the unique needs of school boards. We are convinced that implementation of our program will change The Hamilton Board of Education's requirements for waste removal. Our proposal is based on six years experience exclusively in the recycling industry, five years experience providing recycling services to The Wentworth County Board of Education and implements all recommendations within standard Board Waste Audit Reports.

A successful recycling program is a safe recycling program.

Schools are subject to very strict fire regulations requiring large quantities of solid combustible waste to be stored in containers capable of containing fire originating within. Only metal containers provide the level of safety due the children attending our schools. Recycling Pickup Services proposes continued use of the GLAD metal containers for the collection of large quantities of combustible materials.

A successful recycling program is a sanitary recycling program.

Recyclable material is waste material, which on occasion can be associated with odors and insects. Recycling Pickup Services proposes the continued use of recyclable plastic bags within the GLAD metal containers. Plastic bags can be tightly sealed and stored within exterior fire-proof and vandal-proof containers optionally supplied by Recycling Pickup Services.

A successful recycling program is a visible, simplistic recycling program.

Recycling Pickup Services has developed a colour coded approach to recycling within schools. Six colours differentiate between the most abundant recyclable materials.

White - fine paper
Blue - Blue Box materials, cans, glass bottles, #1 & #2 plastic
Brown - cardboard, box board(cereal, Kleenex boxes), Kraft envelopes
Green - organics, food, paper towels, tissue paper
Red - mixed plastics, #4-#7 plastic, plastic bags, Styrofoam cups
Yellow - newspaper, magazines, catalogues, hard & soft cover books

Recycling Pickup Services proposes colour coded signs identifying acceptable recyclable materials be posted wherever waste materials are generated.

A successful recycling program provides maximum source sorting capabilities.

As identified in waste audit reports, a large proportion of recyclable material is generated within classrooms. Through the Ontario Waste Exchange, Recycling Pickup Services has sourced thousands of 15 litre (4 U.S. Gal) plastic square pails for distribution throughout all classrooms. Fire regulations permit the use of open top containers of this size within individual classrooms and offices. Recycling Pickup Services takes pride in practicing the 3 Rs by reusing containers that may have otherwise been sent to landfill sites. Multiple containers will be provided for each room to capture all recyclable waste materials.

A successful recycling program incorporates educational materials and training.

Close affiliation with Third Sector, the regions residential recycling contractor and repeated inquiries to various levels of government have allowed Recycling Pickup Services to acquire educational materials for distribution to students and staff. Recycling Pickup Services will provide detailed lists of acceptable materials for each colour coded recycling receptacle.

A representative will take the time to address each school population with respect to proper recycling practices and questions that arise on an on-going basis can be posted along side of each recycling centre thus minimizing response time. In addition, a letter will be drafted to inform parents to make wise purchases and to highlight the benefits of reusable containers (e.g. Tupperware) in an attempt to reduce the amount of non-recyclable material brought to school.

A successful recycling program incorporates incentives, awards and audits.

Recycling Pickup Services encourages friendly competition between classes, schools and school boards. We recommend the utilization of "Green Teams" to promote recycling and suggest the enhancement of litter-less lunch programs. Progress and highlights should be documented and charted in centrally located areas for all to see. Primary schools can be further encouraged by decorating containers, designing signs, singing songs and performing skits.

Recycling Pickup Services will keep an accurate account of materials removed during every visit to each school and reward outstanding achievements and ideas associated with recycling. The National Community Tree Foundation enthusiastically supports Recycling Pickup Services' plan to adopt a seedling planting program involving both students and staff.

A successful recycling program is flexible and tailored to individual environments.

Recycling Pickup Services acknowledges and has made provisions for the differing requirements of primary and secondary schools. Primary school recycling programs require administrative assistance from staff members, however, students are capable and willing to operate programs on their own. Primary schools often have lunch in the classrooms and therefore require in-class organic receptacles. The volume of organics produced at primary schools can easily be handled by backyard composters which are currently present at most schools.

High school students typically eat lunch in cafeterias or gymnasiums which eliminates the requirement for in-class organic receptacles. Recycling Pickup Services can accommodate cafeteria waste through commercial processing facilities. Recycling programs at secondary schools are typically operated by student councils and custodial staff. Recycling Pickup Services provides the flexibility to address changing circumstances and has successfully worked with these groups to develop ways of promoting and implementing new ideas to accomplish the task at hand.

A successful recycling program returns value to participants.

Recycling Pickup Services is proud to have developed the only program of its kind that returns new recycled products to participants of recycling programs. Recycling Pickup Services' distributes recycled plastic binders, file folders, paper, composters, plastic recycling bags, computer diskettes, mini blue boxes and key chains as incentives. In addition, up to fifty percent of the income generated through the sale of the Board's recycled waste will be returned to the Board.

Recycling Pickup Services

Programme Implementation and Operation

An in-service involving all principals and head custodians will be scheduled to detail the recycling programme. Each principal will be asked to designate one or more members of their staff as volunteer recycling coordinators.

The recycling coordinators are responsible for scheduling an in-school staff meeting at which time Recycling Pickup Services will explain the entire programme. Custodians are encouraged to attend these meetings. At this point a general assembly can be scheduled during which time Recycling Pickup Services will explain the importance of environmental waste management and the operation of the new recycling programme to students.

Staff members are asked to recruit one or more student volunteers from each class to act as "Green Team" members. Green Team members are responsible for the transferring of materials from the six colour coded recycling containers to the main GLAD recycling centre.

When the GLAD containers are full, the bags are simply removed, replaced with new bags and safely stored in the exterior container.

The continued success of our system is guaranteed through Recycling Pickup Services' ongoing support programme. Additional general assemblies, staff and custodial in-services, individual classroom presentations and PTA meetings are addressed whenever required.

Recycling Pickup Services

Programme Benefits

Dr. David Suzuki, referring to the environmental benefits of our programme states "If it could be replicated everywhere, it would be a massive saving."

Through direct participation, students gain a clear understanding of the environmental significance of REDUCE, REUSE and RECYCLE. Students learn that they can and must make a difference and embrace this important life-style skill forever.

Our student driven system moves the majority of the waste thus relieving custodians of a large portion of these duties resulting in valuable time savings. Teaching staff are also relieved of tedious sorting as these functions are performed by students.

This programme clearly respects the function of custodians and does not redefine custodial duties, it only simplifies waste handling by centralizing nearly 100% of a school's waste.

Utilizing exterior storage for recyclables alleviates the fire department's concerns regarding internal storage and thus provides the highest levels of safety.

Operating a single waste management system rather than one for garbage and another for recycling will lead to operational cost savings. Fewer bags are required when waste is centralized as only completely full bags are removed.

Our programme minimizes waste disposal fees while simultaneously maximizing revenues as all marketable materials are diverted and sold.

By utilizing municipal curbside garbage collection and operating on-site composters a significant cost savings will be realized compared to budgets of previous years.

Recycling Pickup Services will provide free confidential document destruction services to all Board administrative offices resulting in further cost savings for the Board.

Recycling Pickup Services' expertise in pioneering this programme guarantees a fast, efficient implementation leading to an immediate cost reduction and increased revenues. As a Hamilton based company with an outstanding track record for customer service, the Board is assured of a mutually beneficial partnership.

Appendix A

Coloured Categories

White Fine Paper

(staples, paper clips, etc. are OK!)
white paper
white paper with blue lines
typed letterhead
photocopies
fax paper
pen and pencil marked paper
crayon marked paper (small quantities)
greeting cards
envelopes (no windows)
coloured file folders (not brown)
manila paper and folders
business cards
cigarette packages (no foil or plastic)
NCR paper
construction paper (all colours)
art class tissue paper
laser printed and computer paper
direct mail inserts
paper water cooler cups
colour corrugated paper (no brown)
stapled note books
duotang books

RECYCLING PICKUP SERVICES – (905) 525-5577

Brown
Brown Mix

---

brown paper bags
kraft envelopes
window envelopes (any colour)
brown file folders
padding board (back of paper pads)
box board (tissue, boxes, toilet paper tubes)
cardboard (corrugated)
bristolboard

Blue Commingle

metal cans
glass jars and bottles
plastic bottles as PETE or 2 HDPE
(see Third Sector flyer)
toner cartridges and printer ribbons (bagged separately)

RECYCLING PICKUP SERVICES – (905) 525-5577

Red
Mixed Plastic

#4, #5, #6, #7 plastics
plastic bags
plastic utensils
Polystyrene (styrofoam)
yogurt, margarine and ice cream tubs

RECYCLING PICKUP SERVICES – (905) 525-5577

Green Organics

food

paper towels
(do not mix with food)

kleenex/facial tissue
(do not mix with food)

RECYCLING PICKUP SERVICES – (905) 525-5577

Yellow Newsprint

newspapers
magazines
brown paper with blue lines
yellow paper with blue lines
paper portion of DITTO originals
catalogues
phonebooks & books

RECYCLING PICKUP SERVICES – (905) 525-5577

Appendix B

Letters of Approval

Hamilton Fire Department
Fire Prevention Bureau

55 King William Street, Hamilton, Ontario, L8R 1A2
Tel. (905)546-3250 / Fax (905)546-3359

January 4, 1996

Julia Bertollo, Manager
Plant Services
Hamilton-Wentworth Roman Catholic Separate School Board
90 Mulberry Street
Hamilton, Ontario L8R 2C8

Dear Madam:

Further to our recent conversation in regards to recycling in schools please be advised that we approve of the centralized recycling centres providing the following criteria are met:

a) Maximum 15 litre plastic pails are to be placed in classrooms for the collection of recyclable materials. The pails are to be emptied in a centralized recycling centre made of metal (18 gauge) with self-closing swing type lids.

b) The location of these centres shall not reduce the corridor exit width or access to exit width and they are not to be installed within enclosed exits or stairways.

c) When the units in the centralized recycling centre are full, the material shall be removed from the building and placed in a locked metal storage facility. There is to be no bulk storage of recyclable combustible materials within schools that are allowed to have corridor recycling centres as described herein.

If you have any questions or require further information on this matter please do not hesitate to contact me.

Yours truly,

C. Chudyk
Inspector

FGB:kc

THE REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH

Department of Public Health Services
25 Main Street West, 2nd Floor
Hamilton, Ontario

546-3570
Fax: 521-8093

Mailing Address:
P.O. Box 897
Hamilton, Ontario
L8N 3P6

January 24, 1995

Recycling Pickup Services
673 Upper James Street
P.O. Box 84
Hamilton, Ontario
L9C 5R9

Attention: Mr. Charlie Ricketts

Dear Sir:

Re: Student Action for Recycling Program

In regard to your letters of January 6 and 20, 1995, we have no objection to the program.

If you have questions or require future inspections, we can be reached at 546-3570.

Yours truly,

for

William Hunter, C.P.H.I.(C)
Acting Director Environmental Health

WH:RM:bm

163 Dundas St. E.
P.O. Box 50
TOWN OF FLAMBOROUGH
Flamborough, Ontario L0R 2HQ

Telephone (905) 689-7351
Hamilton (905) 524-0322
Toronto (905) 825-2176
Lynden (519) 647-2577

January 3, 1995 File #P02-IN

Mr. Charlie Ricketts
Recycling Pick-up Services
673 Upper James St.
P.O. Box 84
Hamilton, Ontario
L9C 5R9

Fax (905) 525-6555

Dear Mr. Ricketts:

There would appear to be no Fire Code Violations in the use of non-combustible containers with self-closing lids for the use of recycling school material.

Recycling Containers are to be less than 45 gallons in size and kept clean and orderly at all times.

Further Inspections will be required once the Recycling Containers have been placed within the school.

Sincerely,

Brad Patton
Assistant Deputy Chief
Flamborough Fire Department

BP:cl

CORPORATION OF THE TOWN OF DUNDAS

FIRE DEPARTMENT

FIRE HALL, MEMORIAL SQUARE, P.O. BOX 8584, DUNDAS, ONTARIO L9H 5E7
TELEPHONE : (416) 628-6327 FAX : (416) 628-5484

as of Oct. New Area Code 905

December 16, 1994

Re-cycling Pickup Services,
673 Upper James Street,
Box 84,
Hamilton Ontario.
L9C 5R9

Attn: Mr. Charlie Ricketts

Re: Proposed re-cycling program for;

Central Park Public School,
Parkside Secondary School,
Yorkview Public School.

Dear Sir:

This will confirm that on December 15, 1994, I visited Central Park School and Parkside School with you to discuss the above captioned program.

As we discussed and as is required by the Ontario Fire Code Act, such materials shall not be stored in stairways, or other means of egress from the school. Also, as required by the Ontario Fire Code Act, approved safety containers shall be provided for the storage of combustible materials as well as approved storage area's.

Therefore, I can agree in principal with your proposal but final approval cannot be given until all details are in place which concern this project.

I trust that this is the information you require at this time and if I can be of any further assistance please call the office.

Yours truly,

R. A. Peters,
Deputy Fire Chief.

Copy: File/Central Park School/Parkside Secondary School

Appendix C

Letters of Recommendation

CITY COUNCIL
HAMILTON, CANADA

Alderman Bernie Morelli

71 MAIN STREET WEST L8N 3T4 • (905) 546-2730 • RES: (905) 545-8010 - Ward 3

November 8, 1995.

Mr. Larry Pomerantz,
Recycling Pickup Services,
Box 84,
673 Upper James Street,
Hamilton, Ontario.
L9C 5R9.

Dear Mr. Pomerantz: Larry!

Just a brief note to express my **SINCERE CONGRATULATIONS** to **Recycling Pickup Services** on being nominated for a 1995 Environmental Commitment Award in the Small Business Category.

Your dedication, commitment and participation to the protection of our environment in the Hamilton-Wentworth Community is inspiring, to say the least. Your involvement, as responsible Corporate citizens, deserves the respect and admiration of everyone. It is only through efforts like this, that we can all enjoy a better place to live.

Best wishes for many years of continued health, happiness, success and fulfilment in your endeavours!

Yours very sincerely,

Bernie Morelli

Bernie Morelli,
Alderman, Ward 3.

BM:dd

DR. DAVID SUZUKI
Suite #219 - 2211 WEST 4TH AVENUE
VANCOUVER, B.C. CANADA
V6K 4S2

FACSIMILE TRANSMISSION

FAX: 604 730-9672 David Suzuki's Office *TEL: 604 730-9670

TO: Mr. Larry Pomerantz
President, Recycling Pickup Services

FAX #: 905-525-6555

FROM: Da d T Suzuki

DATE: c. 1/95 TIME:

NUMBER (PAGES* one IN TOTAL

SUBJECT: your fax of Nov. 28/95

Dear Mr. Pomerantz

Please extend my congratulations to the staff and students for this exciting program. If it could be replicated everywhere, it would be a massive saving.

Unfortunately, it's no help to me to ask for help in "any way, shape or form". Be specific and I'd be honoured to consider it.

Sincerely,

David Suzuki /per eg

David T. Suzuki

DTS:eg

HAMILTON-WENTWORTH ROMAN CATHOLIC SEPARATE SCHOOL BOARD

ST. JOACHIM SCHOOL
75 CONCERTO COURT
ANCASTER, ONTARIO
L9G 4V6
TEL: 648-6642

January 22, 1996

To Whom It May Concern,

St. Joachim's School, 75 Concerto Court, Ancaster, Ontario has been involved since the beginning of November 1995 as a test site for the Hamilton Wentworth Separate School Board for the recycling program offered by Larry Pomerantz. We have experienced the following benefits.

1. *on site inservicing for our staff prior to the start of the program.*
2. *in-depth inservicing of the students prior to the start of the program.*
3. *individual inservicing for ECE, Kdg, and Daycare staff and student.*
4. *immediate response to and solution of any individual problems, our school faced re: size, lunch students, twice weekly pick-up due to our large numbers.*
5. *consistent and dependable communication (our calls were answered within the same day).*
6. *overall success in the areas of focussing on Reduce-Reuse-Recycle.*
7. *immediate downsizing of waste going into the on-site dumpster (from 16 bags per day to an average of 2 - 2 1/2 bags per day.*
8. *overall increase of schoolyard neatness.*
9. *positive response from parents, students and teachers.*
10. *a simple and workable solution to an everyday problem.*

Sincerely,

P. Cameron

P. Cameron

THE WENTWORTH COUNTY BOARD OF EDUCATION
Central Park School
Kemp Drive, Dundas, Ontario L9H 2M9
(416) 628-8589

25 May, 1995

TO WHOM IT MAY CONCERN:

Central Park Public School is now completing their first year of involvement with the Real Cyclers Ltd. recycling programme.

When the programme was inititated in September, 1994, the school had been producing an average of five large plastic bags of waste materials each day. The large garbage bin on our property was usually filled to capacity each week and was emptied every Tuesday. At this time the school was attempting to recycle fine paper products, and glass and metal containers were being collected and disposed of through the regular garbage day pick-up and the "Blue Box" system in place in Dundas. An active programme of composting was in place in a number of classrooms and supported by individual teachers and students.

Real Cyclers approached the school for permission to initiate their "total recycling programme" and volunteered to operate the system for us free of charge for two months to determine its effectiveness. Once approval had been obtained the company sent out representatives to explain their programme and to assist in setting up routines that would make it operate most effectively. Several teachers who were actively involved in environmental issues volunteered to lead the programme within the building and set up student participation activities to parallel the work being done by Real Cyclers.

The programme has been an unqualified success. The school is now placing an average of three bags of garbage on the curb each week for pick-up by the regular town collectors. Metal and glass containers are picked up by the blue box system as before.

The large bin held on the property for garbage has not been emptied since December 1, 1994, (a substantial saving for the Wentworth County Board of Education in this area alone). The bin is, in fact, being used by the school only as a storage container for the bags until garbage day when the caretaker removes the bags and places them at the curb.

Our composting programme has been expanded to include almost all the organic waste produced each day. A group of Grade Two and Grade Three students handles the collection from each classroom on a daily basis and have proven to be a valuable asset to the programme. Our caretaker regularly removes composted materials from the bin and applies it to the garden areas around the school.

The Real Cyclers programme has been a learning experience for all. Our community and parents have become enthusiastic supporters of the programme as well. Because of the interest and enthusiasm of the students, our families are becoming more conscious of the best way of reducing packaging by selective purchaseswhen shopping. The value of the programme to the school and the community cannot be overstated.

To function successfully the Real Cyclers programme requires a conscious commitment from the staff and students towards a reduction in the amount of waste materials produced by the school. Perhaps the most critical agent for making the system work is the co-operation and support by the caretaking staff. Without their help and ideas, the success of the whole programme would be reduced. The system is designed in such a way that it will function adequately with a bare minimum of effort. Unqualified success can be guaranteed if there is a full fledged "buy in" by all staff.

Central Park has been blessed with a concerned and capable staff who honestly believe in the "Real Cyclers" programme and the resulting benefits to the environment. Our successes have been a result of concern and co-operation between staff and the company, and we hope to continue this programme for many years to come.

If I can offer any further information about our involvement in the Real Cyclers programme, please do not hesitate to contact me at any time at the school (905-628-8589).

Sincerely,

R.H. Bowman
Principal.

THE WENTWORTH COUNTY BOARD OF EDUCATION

THE MEMORIAL BUILDING, 357 WILSON STREET EAST, ANCASTER, ONTARIO L9G 4B7
TELEPHONE (905) 523-8621 FAX (905) 648-5583

January 15, 1996

TO WHOM IT MAY CONCERN:

Real Cycling Pickup Services has recently been contracted to The Wentworth County Board of Education.

This department has found Larry Pomerantz and Charles Rickets of Real Cycling Pickup Services to be helpful, competent, and knowledgable in assisting with the start-up of the recycling program recently implemented with this Board.

If further information is required, please contact this office.

Sincerely
THE WENTWORTH COUNTY
BOARD OF EDUCATION

Bruce Thomson P. Eng.,
Manager of Plant
BTjw

Parkside High School
PARKSIDE AVENUE
DUNDAS, ONTARIO
L9H 2S8

(905) 628-6339

A.B. SAMSON, M.A., M.Ed.
PRINCIPAL

I. DREIMANIS, B.A., B.Ed.
VICE-PRINCIPAL

May 30, 1995.

To Whom It May Concern:

Re: Recycling Pick-Up Services.

During the past 5 months Parkside has received prompt and courteous service from Charlie Ricketts and his staff at Recycling Pick-up Services.

They have been eager to co-operate and offer helpful advice.

Yours Truly,

Alan Stacey

Alan Stacey,
Staff Co-Ordinator,
Recycling Project.

Appendix D

News Articles

The Spectator
Tuesday, November 7, 1995

Metro
Life

Metro Desk 526-3423

Section B

Three Rs add up to dedication for enthusiastic Central Park pupils

Recycling program started there, now it's in 40 of 47 Wentworth County schools

By RICK HUGHES
The Spectator
DUNDAS

Three hundred fifty people, and just four bags of garbage a week.

That's what the dedicated young recyclers at Central Park School have accomplished, using a special recycling program developed by Hamilton's Recycling Pick-up Service.

The school marked Waste Reduction Week and its first year in the pilot project with a ribbon-cutting for a new, big, green box that sits outside the school.

That box is needed to keep up with the volume of recyclable material the students are diverting from the garbage.

"We like it because we're helping the Earth," said Grade 3 student Hollie Dearsley, one of the more committed pupils. She's been issued her own pair of rubber gloves for her daily rounds of the classrooms and staff room, collecting organic waste for composting.

"The real yucky part is the staff room, because they have coffee grounds," said the eight-year-old.

The ceremony featured a brief performance by grade 2 pupils singing songs written by music teacher Joan Simpson. The songs contain characters such as the monster Recyclops, Compost Cops and Garbage Rangers.

The program started last year when the Kemp Drive school agreed to participate in the pilot project. It has now been expanded to 40 of 47 schools run by the Wentworth County Board of Education.

For company president Larry Pomerantz, the program is a way for schools to cut down on waste disposal costs while educating students about environmentally friendly behavior.

"It's a nice business to be in because you know you're doing something good at the same time."

His company further sorts the materials collected and sells them. He said Central Park has been exceptional, but some of the other schools will soon give it a run for its money.

The simple program is student-run and uses color-coded bins.

Each class does its own separation. The school has converted one of its change rooms to a central collection room. Each day, a teacher uses some preparation time to staff the room. During that time, pupils from each class bring their material to the room where the bins with color coded lists above them help the pupils figure out where everything should go.

Hollie Dearsley, 8, does her bit for conservation at Central Park's recycling centre.
Scott Gardner, The Spectator

"It's the kids' program," said principal Bob Bowman. "That's the reason it's been so successful."

Pupils say they enjoy the effort, and take some of their lessons home.

"It's fun going around to classes and seeing all of your friends," said Alastair MacDonald, 8.

"When they got the bin here for the compost, I told my mom to get one."

Grade 2 teacher Mary Dayman, the school contact for the project, has been amazed by the commitment.

"When you see the effort they make, it really makes you want to try yourself. I guess that's the hope for the future. If students learn it when they're at this age, then it's with them forever."

The Dundas Star is recyclable. Use your blue box

Home & Garden Inside

Historic ball game Page 17

Dundas Star

Volume 111, No. 20 Wednesday May 17, 1995 50 Cents

Sound Off!

We welcome readers' letters. Grab a pen and paper!

Central Park first with mass recycling effort

Pilot program expanding to all Wentworth County schools

By MARTHA JETTE
Staff Writer

A massive recycling program that was successfully piloted at Central Park School will now be expanded to include all Wentworth County schools.

Teacher Mary Dayman said the school started recycling a couple of years ago with blue boxes and fine paper.

The company that was taking the fine paper, Real-Cyclers, Recycling Pickup Services, decided to try a pilot project at the school. It involves six buckets being placed in every classroom for recycling purposes.

One bucket is for fine paper, including fax paper, greeting cards, envelopes, colored file folders, paper cups and notebooks. Another holds such items as brown paper, file folders and envelopes, bristol-board and cardboard. A third is for metal cans, and glass jars and bottles. A fourth holds newspapers and magazines, while the fifth is for organic items, like food and paper towels. The sixth is for plastic only.

Three times a week, certain

See COMPOST/page 7

Compost patrol cleans up

Continued from Page 1

students collect all of the buckets and dump them into a larger container in a recycling room.

"They do it every day," said Mrs. Dayman. "Nobody asked them to do it."

Compost patrol

The compost patrol, headed by eight-year-old Hollie Dearsley, has impressed both Mrs. Dayman and principal Bob Bowman.

"Sometimes the bucket is so heavy, they can hardly carry it down the hall," said Mrs. Dayman. "These kids are amazing."

And Hollie "should be eligible for a Citizen of Dundas award, as far as I'm concerned," she added.

Mr. Bowman said in any kind of weather, the youngsters will take the composted material out to a designated site outside.

"When the compost is ready, our caretaker spreads it on our gardens," he said.

The school used to have Laidlaw pick up a huge bin of garbage on a regular basis, but Mrs. Dayman said this is no longer necessary. So much can be easily handled as part of the regular town garbage collection, she said.

"This saves the (school) board a lot of money," said Mrs. Dayman.

Shredded

In the recycling room there is also a huge bag of shredded material that staff has gathered in the office. As well, Mrs. Dayman said some parents bring recyclable materials to the school.

Central Park also has an Environmental Club which holds a plant sale in June to raise money for whale conservation. As well, the school promotes litter-less lunches and milk in recyclable bags is available to students who wish to purchase it.

Another interesting project has resulted in a music video entitled The Garbage Rangers. It was created as a spoof of Power Rangers by music teacher Joan Simpson and her Grade 5 students to teach other children about recycling.

Appendix E

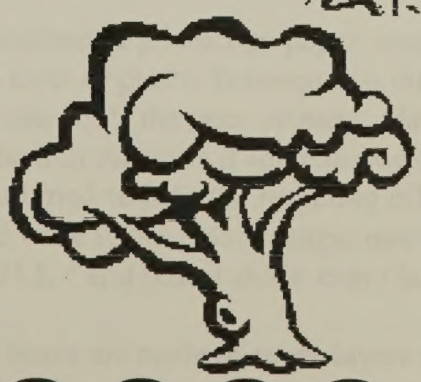
Recycling Newsletters and Waste Audit

WCBE RECYCLING NEWSLETTER

Just a quick update on how quickly the Wentworth County Schools are upgrading their recycling system.

It's been a busy September for all of us. Recycling Pickup Services has held almost 30 casual meetings with school staff, 23 structured staff seminars, and given over 12 general assemblies!!

Congratulations to the first half of the Board who have been quick to implement this new recycling system. A special note of mention to the staff and students at R.L. HYSLOP Public School, who had their new system up and running the FIRST DAY BACK at school!!



SOME HELPFUL TIPS:

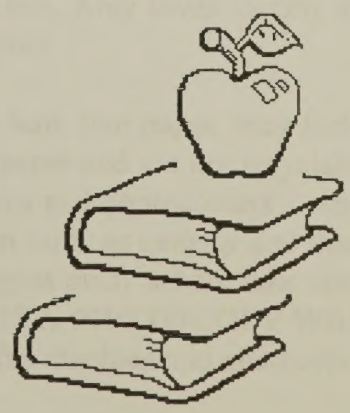
- Schedule a time for the "Green Teams" to bring their classroom containers to the recycling centre.

- Keep a record of how many garbage bags are going into the dumpster bin. One school went from 3 bags, to 1 bag a day, as soon as the recycling system was started.

- CUSTODIANS; Please keep bags in the RED, GREEN, and BLUE barrels.

- ONLY numbered plastic's can be recycled.

- Regular LITTERLESS LUNCH PROGRAMS easily and effectively cut down waste coming into the schools.



Recycling Pickup Services

DEC 6 1995

(905) 525-5577

WCBE's Recycling Update for November

Please make sure that ALL staff and custodian's receive copies of the following information!!!

Yes sir, yes sir, three trucks full!

September 1995	**~ 5000 lb.**
October 1995	**~ 13000 lb.**
November 1995	**~ 26000 lb.**

Prior to waste reduction week, the Wentworth County Board of Education was diverting two truckloads of recyclable materials each week. Since waste reduction week, you have consistently been diverting three truckloads per week. The Wentworth County Board of Education has obviously adopted the motto "Make Every Week Waste Reduction Week". ***OUTSTANDING!!!*** Congratulations to all who have made an effort to excel. Keep up the great work.

Dundas District Custodians are #1

Honourable mention goes out to the custodians at Billy Green, Mount Albion, Mountain View, Parkwood and Queen's Rangers but Dundas District tops our list. Manuel and staff have meticulously maintained their central recycling centre. By ensuring all barrels contain our heavy duty clear plastic bags, never allowing them to overflow, closing and placing all bags outside on the scheduled pickup day and by sorting the bags based on their colour categories, Manuel has clearly demonstrated his support for the recycling programme. A Recycling Pickup Services baseball cap is on its way to Manuel.

Waste Reduction Week Results

We took the time to carefully review the contents of every bag and barrel that we received during waste reduction week. We now know that Johnny passed his math test, Amy loves Jeremy and Billy didn't take his report card home. Don't worry Billy, we mailed it for you!

The number one problem is photocopy paper wrappers. They look like paper, they feel like paper but they contain a thin layer of plastic between two thin layers of paper and are not recyclable. We know it is not the students that refill the laser printers, plain paper faxes and photocopiers ... its the ADULTS! We often receive them in stacks as if someone was setting them aside as garbage and then someone else came along later and tried to help the recycling effort. We suggest every school take sample photocopy paper wrappers and write in bold black magic marker " **THIS IS A PHOTOCOPY WRAPPER, IT IS NOT RECYCLABLE** " and post it above every laser printer, fax machine and photocopier.

Tetra-pak drinking boxes are made of seven layers consisting of plastic, cardboard and foil which makes them non-recyclable. Many pop cans and glass bottles that we receive are still half full. These should be emptied before they are placed into the recycling containers. If sinks or fountains are not available

consider setting up a few pails for the sole purpose of emptying cans and bottles. Plastics must be clean of food and rigid plastics must have a number 1,2,4,5,6 or 7 within a recycling mobius.

All in all the materials were sorted very well with one exception. The first annual RASPBERRY AWARD (stick your tongue out, close your lips and blow) goes to a school that rhymes with ..... Tapleytown! The best way to improve in this area is to have a senior student or staff member supervise the transfer of classroom material at the recycling centre.

Over the past few weeks we have been checking out how each individual school has been recycling. We have found a lot of individual classrooms that are producing 0 (ZERO) garbage!! On the other hand, a number of classrooms are still generating a noticeable amount of garbage. The only reason for this difference in individual classroom achievement is the teacher. Your students know how to recycle, it is your challenge to see that they do. With budgets being slashed, it is imperative to cut costs at every opportunity. Don't throw your money "in to the garbage", promote the recycling programme by placing the garbage can in a spot that makes it more difficult for the students to access and place the recycling containers in a visible location.

BE FOREWARNED!! We are currently discussing the option of removing the classroom garbage container!!! The expansion of the types of materials we can divert (listed below) makes a garbage container unnecessary.

RECYCLING CATEGORY CHANGES

RED Mixed Plastic: We now can accept **all CLEAN plastics**!!! That includes, straws, Saran Wrap, plastic food wrappers, chip bags, etc. Only Polyvinyl chloride (PVC or #3 plastic) and unmarked rigid plastics (like transparencies) are **unacceptable**.

GREEN ORGANICS: In addition to paper towels and tissues, we can now also accept **waxed milk cartons**, **Tim Horton cups**, and **waxed paper drinking cups**. NO metal, plastic or glass, please.

We are just tabulating the results for our Waste Reduction Week contest. So many of the schools are doing an excellent job, it's hard to judge. Three schools are doing an **exceptional** job and must be noted. They are **Dundas District, Queens Ranger** and **Billy Green.** Congratulations on an outstanding effort and keep up the good work.

Final results and awards will be posted in the coming weeks. Please send a copy of your waste audit forms to: Recycling Pickup Services, Box 84, 673 Upper James St., Hamilton, Ontario L9C 5R9

You want competition ... You've got it!

St. Joachim School of the Hamilton-Wentworth Roman Catholic Separate School Board dramatically reduced the amount of garbage entering their dumpster in only four days! Principal Tigani oversees 850 students that recycle with military precision. Mr. Otto Morosin and Ms. Pat Cameron have the students moving all recyclables in only twelve minutes per day and have reduced the number of garbage bags from 16 per day down to 2 per day.

The following notes are for the Principal, Recycling Co-ordinator and Custodian.

The School Board has just made the final decision on exterior storage and Glad Recycling containers.

The suppliers of the equipment will be delivering these to your school before the Christmas break. Please take a moment to look for an appropriate location to have your EXTERIOR storage container dropped. The solid steel containers are approximately six feet wide, four feet deep and eight feet high. There are two barn doors on the front and a side loading door approximately 4.5 feet from the ground. If possible, try to have them placed on solid ground and remember that it must be easily accessible for a truck yet close to a school entrance (for ease of transferring material from within the school). The Fire Marshall will not allow these containers to be placed under a second story window. These containers may be arriving as soon as this week!

When placing materials into the exterior storage, try to separate the bags based on the colour coded system. Keep the green and blue groups to one side and the white, yellow and brown groups to the other side. The Red group can be placed in the centre.

Recycling Pickup Services is not delivering any of this equipment, however we will coordinate the deliveries with the various suppliers whenever possible.

The GLAD systems should be used **only after the appropriate bags have been delivered**. The new GLAD system will use **clear bags in ALL the containers**. Please set them up temporarily where your current recycling centre is located. Select one or more locations within the school where you believe they should permanently be located (not in a stairwell) and we will have the Fire Marshall approve the location as soon as possible.

If you have any question or concerns about the placement of this equipment, please don't hesitate to contact our office at 525-5577.

CUSTODIANS

A few tips to help keep the recycling centre operating in a clean and effective manner.

- Keep heavy duty clear recycling bags in the 3 "wet" containers at ALL times. Those are the GREEN, RED and BLUE group containers.

- The "new" GLAD recycling centres must have clear bags in ALL containers at ALL times.

- Tie and remove the bags as they get full. Overflowing bags can not be easily removed and tend to split.

- Don't let students put large cardboard boxes in the barrels. Collapse and bundle them for pickup.

Finally, if you have any tips or techniques that would help other custodians, please pass them along to us and we will see that the word is spread.

A Challenge to the Environmentalists and Educators

With the recent announcement of major cutbacks to the education system, there has never been a greater need to find ways to save money without eroding the quality of education. **Recycling Pickup Services** challenges your school to permanently eliminate the requirement for a waste removal contract. Many schools have already requested fewer dumpster pickups as a result of their recycling efforts.

The following description of the system recently implemented at St. Joachim School details how 850 students need only 12 minutes per day to collect all recyclable material and have reduced the volume of garbage down to 2 bags per day.

Six pails were placed into every classroom after coloured majic markers (Yellow, Brown, Red, Blue and Green) were used to write the teacher's name on each pail. The garbage containers were either removed or placed in a spot that made it more difficult to access. Two pails (Green and Brown) were placed in each washroom. A complete set of six pails were set outside each entrance to the school at 8:30 each morning.

Each day, immediately after the afternoon recess the process of moving the recyclable material begins. The lids on the GLAD containers are taken off in preparation for the receipt of material. Two students from each class bring the Green and Blue containers to the central recycling centre. Once emptied, these containers are rinsed to clean out food or liquid residue. While the Blue and Green containers are emptied, a Green Team of approximately 30 students assembles at the central recycling centre. The Green Team divides into groups of two.

Each group of two is assigned the task of collecting the recyclable material from specific locations (classrooms, library, washrooms, school entrances, office). Each group of two takes four clear bags (White, Brown, Yellow, Red) to their assigned locations. The colour sort of the materials in the containers is verified before they are emptied into the clear bags. The contents of the classroom garbage container are also reviewed at this time. The clear bags are then taken to the central recycling centre and emptied into the appropriate GLAD containers. The clear bags are folded and stored for reuse the next day. The pails outside each entrance to the school are brought inside for the evening.

Senior students are in charge of verifying the colour sort, however, younger students are kept involved to ensure all in-school expertise does not graduate in a single year. It is important to note a few changes to the system that allowed St. Joachim to achieve such a high diversion rate. Paper cups (Tim Hortons), waxed cups (McDonalds), waxed milk cartons were included in the green group. All clean plastics were acceptable as long as they were not marked with a number 3 (PVC or Polyvinyl Chloride). Plastic containers that were not marked with a number and overhead sheets are considered unacceptable as they may contain PVC. On a trial basis we allowed food to be mixed with paper towels, however, there is a charge for recycling food with paper towels

Organization and execution are key factors that can allow your school to eliminate the requirement for a waste contract. Please let us know if this approach works for your school. **(905) 525-5577**

		Wentworth County Board of Education Waste Audit						Nov. 1995
School	White	Brown	Yellow	Blue	Red	Green		Total Weight (lbs)
Ancaster Senior	6.0	6.0	2.0	12.0	7.0	9.0		588.0
Balaclava	15.0	19.0	4.0	13.0	12.0	5.0		1106.4
Bellmoore	5.0	5.0	1.0	7.0	4.0	12.0		512.8
Bell-Stone	7.0	3.5	3.0	4.0	2.0	1.0		409.6
Beverly Central	5.0	5.0	2.0	3.0	2.0	9.0		458.4
Billy Green	19.0	12.0	8.0	8.0	10.0	13.0		1308.0
Central Park	8.0	4.5	2.0	1.5	8.0	5.0		504.8
Central	5.0	5.0	6.0	6.0	1.0	4.0		502.4
C.H. Bray	6.5	5.0	4.0	7.0	5.0	9.0		599.2
Collegiate Avenue	6.0	8.0	2.5	8.5	6.0	6.0		560.4
Dr. John Seaton	5.0	3.0	1.0	1.0	1.0			245.6
Dundana	8.0	4.5	4.0	3.0	4.0	1.0		487.2
Dundas District	12.0	10.0	4.0	13.0	7.0	8.0		888.0
Eastdale	6.0	7.0	2.0	4.0	.0	1.0		397.6
Fessenden	5.0	6.0	3.0	5.0	4.0	4.0		447.2
Flamborough Centre	5.0	5.0	4.0	7.0	5.0	2.0		444.8
Glenwood	3.0	2.0	1.0	1.0	2.0	.0		170.4
Grange	2.0	3.0	2.0	2.0	4.0	.0		196.8
Green Acres	7.0	.0		2.0				236.8
Greensville	7.0	7.0	5.0	.0	7.0	5.0		577.6
Guy Brown	4.0	3.0	3.0	4.0	5.0	5.0		380.8
Janet lee	4.5	2.5	1.0	2.0	2.0	3.0		278.4
Jerseyville	1.0	1.0			1.0	2.0		83.2
Lynden	2.0	1.0		1.0	2.0	2.0		126.4
Mary Hopkins	7.0	5.0	4.0	5.0	5.0	3.0		511.2
Memorial	6.0	3.0	2.0	1.0	1.0	2.0		334.4
Millgrove	6.0	5.0	4.0	6.0	6.0	5.0		520.8
Mount Albion	14.0	15.0	5.0	8.0	11.0	14.0		1136.8
Mount Hope	6.0	2.0	1.5	8.0	5.0	9.0		475.6
Mountain View	17.0	8.0	7.5	6.0	7.0	5.5		1025.6
Parkwood	4.0	2.0	2.0	2.0	4.0	7.0		351.2
Pleasant Valley	4.0	4.0	2.0	1.0	2.0			260.8
Queen's Rangers	7.0	6.0	4.0	1.0	4.0	4.0		512.0
R.L. Hyslop	4.5	1.5	.5	.5	3.5	20.0		505.2
Rousseau	14.0	13.0	9.0	5.0	11.0	14.0		1191.2
Sheffield	1.0	.0						32.0
Spencer Valley	4.0	.0		3.0				147.2
Tapleytown	4.0	3.0	.0	3.0	1.0	1.0		215.2
Winona	6.5	3.0		4.0	2.0			291.2
Yorkview	6.0	2.0	2.5	1.0	2.0	1.0		321.2
Total Containers	265.0	200.5	108.5	169.5	165.5	191.5		
Total Weight(lbs)	8480.0	3208.0	2864.4	1084.8	794.4	2910.8		19342.4

	Wentworth County Board of Education Waste Audit							Nov. 1995
School	White	Brown	Yellow	Blue	Red	Green		Total Weight (lbs)
Orchard Park								.0
Parkside High	12.0	1.5	3.5	4.0	1.0			899.6
Saltfleet High	13.5	1.0	1.5	1.0	6.0			879.6
Ancaster H.S.	12.0	3.0	3.0	32.0	6.5	1.0		1141.6
Highland	12.0	4.5	4.0	20.0	7.0			1142.8
Waterdown High	29.0	4.0	1.0	15.0	1.0	.0		1866.4
Board Office	8.0	.0	.0	2.5				457.6
Program Services	10.0	3.0		1.0				647.2
Total Containers	96.5	17.0	13.0	75.5	21.5	1.0		224.5
Total Weight(lbs)	5326.8	503.2	603.2	483.2	103.2	15.2		7034.8
Elementary Schools	8480.0	3208.0	2864.4	1084.8	794.4	2910.8		19342.4
Secondary & Offices	5326.8	503.2	603.2	483.2	103.2	15.2		7034.8
Board Totals (lbs)	13806.8	3711.2	3467.6	1568.0	897.6	2926.0		26377.2

Friends Of Junior Kindergarten

We are aware of the difficult task facing the Board of Education as it prepares the budget for 1996. As parents we are concerned that cuts to programs, such as Junior Kindergarten, will be used as a solution to the reduction in funding from the Ministry of Education. While such measures serve an immediate need, we are concerned that this panic reaction will in fact have long term cost implications; costs realized in compromising the effectiveness and quality of our children's education, costs realized in the need for remedial services and costs to the healthy development of our children.

An Unofficial History of JK in Hamilton

1965: JK programs commenced in compensatory schools as a means of accessible early childhood intervention.

1980: JK programs extended to the remaining elementary schools based on the evidence supporting a 4 year old's ability to learn, equitable access to the program and capital funding from the Ministry to assist in developing early years programs.

1992: JK program reviewed by the Board on a costing basis.(see Alternate Methods of Delivery of The Junior Kindergarten Program, October 19, 1992) Result was an extension of the program to its present length of 2 hours 30 minutes.

1995: There are 2487 students currently attending Junior Kindergarten classes in Hamilton.

1996: We have attached correspondence from the Minister of Education which indicates Junior Kindergarten students will be funded on the same basis as children in the other elementary grades.

VALUES AND BENEFITS

1. ACCESSIBILITY

"As the pace of social change accelerates it becomes increasingly important that the basic requirements for healthy human development be included in the planning and programming of our schools. The school system has evolved to meet the needs of a changing society. The public school system is the logical hub for the provision of a range of developmental programs for children, their families and other community members." (Early Childhood Education, Report from the Ontario Public School Teacher's Federation)

Junior Kindergarten, at present, serves our community by providing quality early childhood education that is accessible to all children. It is a program that is used by 85 percent of those eligible and indeed anticipated by many children and their families. At a time when reduction in funding is negatively impacting the Social Service Agencies that exist for and deal with our children, the Junior Kindergarten program offered by this Board is a positive benefit for our children and community.

2. PREVENTION

"Research on early schooling indicates that those who start younger and attend a quality pre-school program tend to perform better, particularly on measures of general ability, language and cognitive development, as well as reading and math performance in later years." (Yours, Mine and Ours, Ontario's Children and Youth, Phase One)

Research continues to support prevention as a more cost efficient alternative to remedial measures. The Perry Preschool Project found that every dollar invested in programming for young children and their families, saved seven dollars in remedial programs or criminal justice system costs down the line. (Significant Benefits: The High/Scope Perry Preschool Study Through Age 27)

3. PREPARING OUR CHILDREN TO BE LIFELONG LEARNERS

"...children who come through a carefully planned process of early childhood education gain significantly in competence, coping skills, and (not least important) in positive attitudes towards learning...An earlier start means greater and more equal school readiness for children at age 6, when they get to Grade 1. Put another way, it removes barriers to learning at the earliest possible stage." (For the Love of Learning, Report of the Royal Commission on Learning, 1994)

...3

The common curriculum policy of education used in our schools is based upon four components: Early Years (JK/SK), Formative Years (1-6), Transition Years (7-9), Specialization Years (10-OAC). The Hamilton Board of Education's commitment to early years education began long before the current policy of education was implemented reflecting the Board's progressive approach to the education needs of our community. That we have offered Junior Kindergarten programs city-wide for fifteen years and have been actively involved in developing this program to its current standard of excellence is a credit to our Board - an achievement to be heralded.

STAKEHOLDERS

1. **CHILDREN** - For our children to positively contribute to society they must be equipped to face the challenges of an uncertain future. One certainty to our children's future success is that they must be educated. Early childhood education programs have been proven to positively impact education outcome.

2. **PARENTS** - As parents we must support and assist our children in obtaining the means to secure their future. Unfortunately economic realities mean that the benefits of early years education would not be accessible to all families. The Junior Kindergarten program allows all families in Hamilton to benefit by providing equitable access to this valuable program.

3. **EDUCATORS** - The changes in societal trends, increased class sizes and expectations of our teachers are realities met everyday in our classrooms. The Ontario Public School Teachers' Federation *"...has long advocated for making a greater investment in the early school years. Early identification and intervention regarding children's learning and emotional difficulties are key to reducing the need for more costly remedial programs at the secondary level and to improving the student retention rate." (Early Childhood Education, The Ontario Public School Teacher's Federation)*

4. **COMMUNITY** - We must listen to the statistics that reflect the reality faced by our community. *" - at the very least one in four - are failing to develop the confidence and skills they need to become healthy, competent and productive contributors to society as adults." (Centre for Studies of Children at Risk;Faculty of Health Sciences, McMaster University and Children's Hospital at Chedoke-McMaster.)* The policies and decisions we make as a community must address the future needs of our children as well as our immediate concerns.

CONCLUSION

The Junior Kindergarten program in Hamilton serves our community by providing universal accessibility to quality early childhood education. Research supports the positive impact on education outcomes of those participating in early years programs. For our children to succeed in tomorrow's world we know they must be lifelong learners. Our children require your assistance and support by providing them with early years education programs that will guide them in their journey to become lifelong learners.

Friends Of Junior Kindergarten

Ministry of Education and Training

Minister

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Ontario

December 21, 1995

Cheryl E. Marsh
247 Lawnhurst Court
Hamilton, ON L8V 4R4

Dear C. Marsh:

Thank you for your letter about Junior Kindergarten.

The Government reviewed this program in relation to its commitment to fiscal responsibility and the need to preserve core educational programs. Local school boards are the best judges of local community priorities. We have, therefore, reiterated our intention to return Junior Kindergarten to the status of an optional program. This is consistent with the position outlined to the public prior to and during the recent provincial election. Legislation to implement this commitment will be introduced in the Legislature.

Although Junior Kindergarten will be offered at the option of the local school board, I have recently announced that the province will assist boards by providing a portion of the cost. Starting in September 1996, the province will provide General Legislative Grant funds for Junior Kindergarten students on the same basis that we fund children in the other grades of elementary school. Grants are weighted so that less wealthy school boards receive more provincial funding while boards with a large local property tax base receive less from the province.

Regardless of any new mechanisms for financing education, I know you recognize that there are simply fewer dollars available to spend on all areas of Government. Should you have any thoughts or recommendations on possible administrative savings for the education sector, I would be pleased to receive them.

Thank you again for writing.

Sincerely,

John C. Snobelen
Minister

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AGENDA

SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE

1996 01 30

GENERAL

Introductory Remarks — **D. W. Goodridge**

NEW BUSINESS:

1. Reports of the Budget Analysis Working Groups:

Chart outlining mandates	**– Page A1**
a) Transportation	**– Pages A2 to A6**
b) Alternatives for Junior Kindergarten	**– Pages 1 to 27**
c) Elimination of Non–Mandated Programs	**– Pages 28 to 110**
d) User Fees	**– Pages 111 and 112**
e) Revenue Generation	
f) Consolidation/Utilization of Schools	
g) Out–sourcing	**– Page 113**
h) Workload Formula	
i) Early Retirement Incentive Plan	

Working Groups

Monday, January 29, 1996

Work Group	Contact	Mandate	Report
Transportation	Stew Thompson	To determine the feasibility of reducing the current costs for transportation by: (a) Reducing the number of self-contained classes. (b) Returning those students to their home school. (c) Allocating current *"self-contained class"* staff to schools to support the implementation of a Learning Centre/ Comprehensive Class Model to meet the special education needs of students returning to their home schools.	*lay down*
Alternatives for JK	Betty Bond	(a) To determine the current operating costs of junior kindergarten and the potential estimated savings through program elimination. (b) To investigate alternatives to the current junior kindergarten delivery model, including costing of the alternatives.	*attachment*
Elimination of Non-Mandated Programs	Frank Cooke Merv Matier	(a) Using the Board approved costing model, prepare a detailed costing of non-mandated programs (*lines 1 - 20 inclusive*) and positions not mandated by collective agreements. (b) Suggest methods by which substantial savings can be realized in relation to such non-mandated programs. (c) Provide data that can serve as a basis for Senior Managements' recommendations for the delivery of such programs at a substantially reduced level of expenditures.	*attachment*
User Fees	Nancy Nicholls	(a) Identify programs/services that could apply user fees. (b) Establish, where possible, estimated cost of each program/service considering only those elements that would be reduced through user fees. (c) Identify advantages/disadvantages, possible fees, actions/processes needed for implementation. (d) Suggest earliest time to begin implementation.	*lay down*
Revenue Generation	Don Goodridge	(a) The Fundraising Study Committee and this group would be linked in working toward the feasibility study for Revenue Generation.	*verbal*
Consolidation/ Utilization of Schools	Don Goodridge	(a) To work toward consolidating our schools and linking that with the Magnet Schools Committee. (b) Year Round Schooling. (c) Semester System—is this cost efficient?	*verbal*
Out-sourcing	Rick Binns Paul Shewfelt Pat Gillie Betty Bond	(a) To determine the potential for reducing the current costs of specific support services of the Board's operations through out-sourcing. (b) To develop a framework for preliminary operational and financial information.	*lay down*
Workload Formula	Rick Binns John Moffat	(a) The Workload Formula is designed to reduce cleaning costs in our buildings and provide a more efficient cleaning service. Its implementation will result in increasing employee responsibility and flexibility.	*verbal*
Early Retirement Incentive Plan	Rick Binns Deborah Russon	(a) To determine the feasibility and potential cost savings generated by offering Early Retirement Incentive Plans to all employee groups in 1996.	*verbal*

Date: 1996 01 30

To: Chairman and Members
Operations and Finance Committee

From: Stewart Thompson, Assistant Superintendent of Schools
Chair: Transportation Work Group

Re: **Report of the Transportation Work Group**

Mandate of the Work Group:

To determine the feasibility of reducing the current costs for transportation by:

(a) reducing the number of self-contained classes.
(b) returning students to their home school.
(c) allocating current "self-contained class" staff to schools to support the implementation of a learning centre/comprehensive class model to meet the special education needs of students.

Background Information:

The committee reviewed current transportation and special education statistics reflecting current Board practices. The committee also reviewed current Board and Ministry policies and regulations, including the Identification, Placement and Review Committee process, the Board's Multi-Year Plan of Special Education Programs and Services (1982) and Reviews of the Multi-Year Plan and the Special Education Action Team Report (1992) **(Appendix I).**

In reviewing all self-contained programs there are groups of Exceptional students for whom transportation could not be reduced or eliminated at this time. These students include those with physical disabilities, autism, multiple disabilities, developmental disabilities, deafness and some behavioural disabilities. This represents approximately 13% of the total Exceptional population. These students will require transportation, accommodation and/or programming that is not possible to provide at each *"home school"* at this time.

The groups of students identified with specific learning disabilities, speech and language disabilities, general learning disabilities, and as gifted represent approximately 87% of the total Exceptional population. **Appendix II** indicates the number of transported students by exceptionality and cost per mode of transportation.

Appendix III provides data on all transported students.

Appendix IV provides implications of implementing the home school model.

Issue:

To share with trustees the information related to budget determinations, 1996.

Recommendation:

That the Transportation Resource Management Group Report be received for information.

Appendix I

BOARD/MINISTRY PHILOSOPHY AND DIRECTION

The Multi-Year Plan of Special Education Programs and Services for the Board of Education for the City of Hamilton (1982) Multi-Year Plan states:

"...the Board of Education for the City of Hamilton:

1. *reaffirms its commitment to a delivery of special educational services model which attempts to provide a continuum of intervention strategies dependent upon the degree of disability or exceptionality of each pupil within its jurisdiction.*
2. *will continue to provide a range of appropriate special education programs and services: from assistance within the regular classroom setting to placement in segregated special education facilities.*
3. *will continue to provide highly qualified and competent personnel, including those with special education qualifications, as teachers, resource persons and administrators."*

In 1992, after a comprehensive survey of all stakeholders, an action team report was passed by the Board. That action team report included a number of recommendations for Special Education. The first three recommendations were:

1. *"The needs of all students including Exceptional students should be met wherever possible in their neighbourhood school."*
2. *"Resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom."*
3. *It is essential that a range of programs be provided given the unique and varying needs of the student population."*

In 1995, the Ministry of Education and Training developed draft revisions to Regulation 305 which stated that:

"the Identification, Placement and Review Committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services would meet the pupil's needs and is consistent with parental preferences"

and that

"if the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with the preferences mentioned above, the committee shall decide in favour of placement in a regular class."

These regulations are in draft form.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE PROCESS

The Identification, Placement and Review Committee process {R.S.O. 1995, Reg.305:2(1)} determines the Identification and Placement of exceptional students. Both Identification and Placement are reviewed yearly, at the Annual Review, as part of the IPRC process. Students who are currently in self-contained placements have been deemed, through their last Annual Review, to require a self-contained placement. No changes in Placement *(i.e. regular class or self-contained class)* may be made without an Annual Review.

APPENDIX II

TRANSPORTATION STATISTICAL ANALYSIS

STUDENTS IN SELF-CONTAINED CLASSES TRANSPORTED

COST ESTIMATE 1996 (185 school days)

	VAN/TAXI		PUBLIC TRANSIT		GRAND TOTAL	
	Student Number	Maximum Savings Possible	Public Transit Student Number	Maximum Savings Possible	Student Number	Maximum Savings Possible
GLD	101	$245,698	16	$5,624	117	$251,322
SLD	161	$371,657	32	$11,248	193	$382,905
SP/LANG	101	$204,722	5	$1,758	106	$206,480
GIFTED (Elem)	82	$204,507	98	$34,447	180	$238,954
GIFTED(Sec)	0	$0	67	$23,551	67	$23,551
BE*	52	$145,714	16	$5,624	68	$151,338
TOTAL	497	$1,172,299	234	$82,251	731	$1,254,550

COST IMPLICATION OF VARIED CONVERSION DATES

GRAND TOTAL

	Mar 18 - Dec	Apr 1 - Dec	May 1 - Dec	Jun 3 - Dec	Sep 3 - Dec
GLD	$194,265	$182,039	$154,869	$126,340	$101,887
SLD	$295,975	$277,348	$235,952	$192,487	$155,232
SP/LANG	$159,603	$149,558	$127,236	$103,798	$83,708
GIFTED (Elem)	$184,705	$173,080	$147,247	$120,123	$96,873
GIFTED(Sec)	$18,204	$17,058	$14,512	$11,839	$9,548
BE*	$116,980	$109,618	$93,257	$74,134	$61,353
TOTAL	$834,549	$782,025	$665,305	$542,749	$437,700

BE* Program Under Review

NOTES:

These figures are based on:
- student number & calculations based on January 16/96 data

Prepared by G. Christmas, Transportation Department

APPENDIX III

1996 TRANSPORTATION ESTIMATE

		(see APPENDIX II) Self-Contained Classes
FINANCE		
BUS/VAN/TAXI		
Home-to-School		
Bus	$1,106,478	
Taxi/Van	$3,357,565	($1,172,299)
	$4,464,043	
Deaf & Blind/Demonstration	$71,055	
School-to-School	$75,437	
Other	$11,900	
Total Bus/Taxi/Van	$4,622,435	
PUBLIC TRANSIT		
Home-to-School	$330,410	($82,251)
School-to-School	$1,000	
Total Public Transit	$331,410	
Edulog	$59,000	
Total Finance Dept.	$5,012,845	
PROGRAM		
Buses-Outdoor Ed	$30,000	
Co-op Bus Tickets	$60,000	
Total Program Dept.	$90,000	
FRENCH LANGUAGE SECTION		
Public Transit	$60,800	
Co-op Bus Tickets	$1,680	
Total French Language Section	$62,480	
GRAND TOTAL	$5,165,325	($1,254,550)

Prepared by G. Christmas, Transportation Department

Appendix IV

IMPLEMENTATION OF A HOME SCHOOL MODEL

SOME SYSTEM IMPLICATIONS

- Board/school/principal/teacher accountability for program delivery
- provision of a spectrum of service
- Annual Review procedures
- design and delivery of Individual Pupil Plan
- parent expectations, input and communication
- staff training
- potential for added costs, due to re-routing of transportation

SOME SCHOOL IMPLICATIONS

Students:

- adapting to new school setting
- adapting to new staff
- adapting to new program delivery model
- adapting to new school peers

Parents:

- assurance of continuity of program
- familiarity with staff
- school orientation
- safety concerns

Teachers:

- movement to new school
- familiarity with new student body
- adapting to new program delivery model
- researching Annual Reviews
- planning for Individual Pupil Plans
- preparing classroom for students
- obtaining materials and other physical resources
- team planning with other staff
- awareness and participation in school plan
- accountability to students and families

Administration:

- transfer of records and record management
- orientation of new staff, students and parents
- establishment of timetables
- management of school plan
- management of special education procedures
- allocation of physical space

SUMMARY

Financial savings related to transportation have been projected, but financial costs related to program implementation are difficult to predict at this time. Implementation of a home school model requires planning and participation from all stakeholders, and hence requires adequate time to implement change that is long term cost-effective.

Date: 1996 01 30

To: Chairman and Members
Operations and Finance Committee

From: Elizabeth Bond, Superintendent of Program
Chair: Junior Kindergarten Work Group

Re: **Report of the Junior Kindergarten Work Group**

Mandate of the Work Group:

1) To determine the current operating costs of Junior Kindergarten and the potential estimated savings through program elimination.

2) To investigate alternatives to the current Junior Kindergarten delivery model, including costing of the alternatives.

Information Enclosed in the Report

- Costing analysis of the current Junior Kindergarten Program

- Costing analysis of the estimated projected savings to the Board through the elimination of Junior Kindergarten for September - December 1996 and annual savings for 1997

- Costing analysis of an Alternate Junior Kindergarten Program in Compensatory Education Schools Only and estimated projected savings to the Board through the elimination of Junior Kindergarten in all but Compensatory Education Schools for September - December 1996 and Annual Savings for 1997

- Co-operative Pre-School Program and implications for the Board

REPORT OF
THE JUNIOR KINDERGARTEN WORK GROUP
Elimination of Junior Kindergarten

PROGRAM COSTING/POTENTIAL SAVINGS: ELIMINATION OF J.K. - 1250 FTE

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(61 FTE) delivering the program	$4,230,000	
	Teachers	(61 FTE) with the least seniority		$2,564,075
Note 2	**E.A.s**	(50 FTE) assigned to students in JK	$1,166,500	
	E.A.s	(50 FTE) with the least seniority		$1,123,000
Note 3	**Project Team Leader**	(25%)	$23,350	$0
	TRAVEL ALLOWANCE	(25%)	$300	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$2,500	$1,500
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks			
Note 4	Allocation per pupil JK-5		$165,600	$165,600
	TRANSPORTATION JK transportation cost is the cost per pupil x # of JK students		$117,600	$0
Note 5	Savings through program elimination			$23,350
	NUTRITION		$31,150	$31,150
	ADVERTISING		$4,000	$4,000
Note 6	**CARETAKING** Expenditures = 80 classrooms Savings = 59 classrooms		$233,400	$172,000
	Caretaking supplies		$15,000	$11,000
		TOTAL	**$5,989,400**	**$4,095,675**

Note 7	**Estimated One Time Severance Payout**	$140,000

REVENUES:

Note 8	**Total 1995 Grants**	**$5,800,000**
	Total 1996 Estimated Grants	**$4,420,700**
	Total 1997 Estimated Grants	**$2,348,000**

DIRECT COSTS TO THE BOARD (Expenditures - Revenues):

1995 - $5,989,400 - $5,800,000 =	**$189,400**
1996 Estimated - $5,989,400 - $4,420,700 =	**$1,568,700**
1997 Estimated - $5,989,400 - $2,348,000 =	**$3,641,400**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of JK)		
	Potential Savings		$1,638,270
Note 8	Loss of Grant	(minus)	$932,000
	One Time Severance Pay Out	(minus)	$140,000
	Estimated Net Savings		**$566,270**
	1997 (Elimination of JK)		
	Potential Savings		$4,095,675
	Loss of Grant	(minus)	$2,348,000
	Estimated Net Savings		**$1,747,675**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations that appear in this report. **The calculations are based on 1250 FTE students (Sept. 1995) and the preliminary 1996 ceilings & factors.**

1/ The salaries and benefits paid to existing JK teachers (most/all of whom are CAT A4 with 11+ years experience - approx. $4.2 million) will not be the savings realized through the elimination of Junior Kindergarten. Rather, the savings realized will be the salaries & benefits paid to an equivalent number (61 FTE) of teachers with the least seniority (0-4 yrs. experience) approximately $2.5 million.

2/ Similar to the teacher reduction situation, if E.A.s are terminated it will be those with the least seniority/lowest salaries. Therefore, savings realized would not be equal to the salaries & benefits paid to E.A.'s assigned to students in JK. Rather, the savings realized will be the salaries & benefits paid to an equivalent number (50 FTE) of E.A.s with the least seniority, approximately $1.1 million.

3/ The responsibility for the Junior Kindergarten program constitutes 25% of the duties assigned to the Project Team Leader - Early Childhood Education. In the event that a decision were made to eliminate the Junior Kindergarten program, it would be the recommendation of the Superintendent of Program to retain the existing Project Team Leader position and re-assign responsibilities in Primary Education. As a result, a figure of $0 has been reported in the potential savings (annual). In the event that the position were not retained, the Project Team Leader would be entitled to be reassigned to a teaching position and under the conditions of the appointment to have her present salary red circled. In that case, the savings would be the salary of the least senior teacher or approximately $16,800 (Sept. - Dec.) or $42,200 annually.

4/ There is an annual per pupil allocation of $61.20 to each school to support the delivery of the JK program to students. This amount is supplemented in Compensatory Education schools by an additional per pupil grant of $9.95.

5/ Although the transportation cost (calculated as cost per day x # of JK students transported) is $117,615, cancellation of JK will not save that amount. Since JK students transported to school (AM) and home at the end of classes (PM) are disbursed among other students, cancellation of JK would not likely result in collapsing any runs nor eliminating any buses or vans. The savings that will result from the elimination of JK will be transportation expenditures related to the mid day runs (approximately $23,350).

6/ Since there are 21 situations in which schools operate a combined JK/SK class, the classroom will continue to be used for instructional purposes for the SK students, even if the JK Program is eliminated. Therefore, if a decision is made to eliminate JK, the savings indicated related to caretaking will not equal the present caretaking costs related to the delivery of the JK Program. Any potential savings that have been reported are based on the assumption that the classrooms presently used for JK will not be used for instruction in other programs.

7/ The Employment Standards Act will require payment of severance to the 20 F.T.E. permanent contract teachers who would be terminated as a result of the decision to eliminate JK. Although all E.A.s who would be terminated as a result of a decision to eliminate JK must receive "notice", since none of the 50 E.A.s who would be affected by such a decision have more than 5 years service with the Board, none would be entitled to severance.

8/ The grant calculations that appear in the report have used the 1995 Sept. enrolment numbers & the latest information from the Ministry of Education & Training related to JK funding for 1996 and 1997.

1995 Grant	$2,322.00 per pupil
	$4,640.00 per FTE
1996 Grant	$1,765.00 per pupil
	$3,530.00 per FTE
1997 Grant	$939.00 per pupil
	$1,878.00 FTE

Note: The above per pupil grants for junior kindergarten include not only the basic per pupil grant (ceiling) but also include board specific and program specific grants that are all based on total enrolment.

REPORT OF
THE JUNIOR KINDERGARTEN WORK GROUP
Junior Kindergarten in Compensatory Education Schools Only

PROGRAM COSTING/POTENTIAL SAVINGS: ELIMINATION IN ALL BUT COMPENSATORY EDUCATION SCHOOLS - 320 FTE

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(15 FTE) delivering the program	$1,040,160	
	Teachers	(46 FTE) with the least seniority		$1,870,410
Note 2	**E.A.s**	(15 FTE) assigned to students in JK	$349,950	
	E.A.s	(35 FTE) with the least seniority		$786,100
Note 3	**Project Team Leader**	(10%)	$9,340	$0
	TRAVEL ALLOWANCE	(10%)	$120	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$1,370	$1,150
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks			
Note 4	Allocation per pupil JK-5		$45,450	$120,150
Note 5	**TRANSPORTATION**		$0	$23,350
Note 6	**NUTRITION**		$8,850	$22,300
Note 7	**ADVERTISING**		$4,000	$0
Note 8	**CARETAKING** Expenditures - 13 classrooms Savings - 46 classrooms		$37,900	$134,230
	Caretaking supplies		$2,450	$8,625
		TOTAL	**$1,499,590**	**$2,966,315**

Note 9	**Estimated One Time Severance Payout**	$28,000

REVENUES:

Note 10	**Total 1995 Grants**	**$1,484,000**
	Total 1996 Estimated Grants	**$1,131,000**
	Total 1997 Estimated Grants	**$599,000**

DIRECT COSTS TO THE BOARD (EXPENDITURES - REVENUES):

1995 - $1,499,590 - $1,484,000 =	**$15,590**
1996 Estimated - $1,499,590 - $1,131,000 =	**$368,590**
1997 Estimated - $1,499,590 - $599,000 =	**$900,590**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (JK - Compensatory Ed. only)		
	Potential Savings		$1,186,526
Note 10	Loss of Grant (930 FTE)	(minus)	$692,000
	One Time Severance Pay Out	(minus)	$28,000
	Estimated Net Savings		**$466,526**
	1997 (JK - Compensatory Ed. only)		
	Potential Savings		$2,966,315
	Loss of Grant (930 FTE)	(minus)	$1,748,000
	Estimated Net Savings		**$1,218,315**

OTHER CONSIDERATIONS/NOTES OF INTEREST (Compensatory Education Schools only)

The notes that appear below provide a detailed explanation for the calculations that appear in this report. **The calculations are based on 320 F.T.E. students (Sept. 1995) and the preliminary 1996 ceiling & factors.** For the purpose of this report, the current designation of Elementary schools as Compensatory Education schools has been used. The schools are:

Centennial	Dr. Davey	Gibson
Hess St.	Hillsdale	King George
Lloyd George	Parkdale	Prince of Wales
Queen Mary	Robert Land	Roxborough Park
Sanford Ave.	Stinson	

1/ The salaries and benefits paid to existing JK teachers will not be the savings realized through a reduction of the program. Rather the savings realized will be the salaries and benefits paid to an equivalent number (46 F.T.E.) of teachers with the least seniority, approximately $1.9 million.

2/ Similar to the teacher reduction situation, if E.A.'s are terminated it will be those with the least seniority/lowest salaries. Therefore, savings realized would <u>not</u> be equal to the salaries & benefits paid to E.A.'s assigned to student in JK.

3/ It is estimated that responsibility for a JK compensatory program would constitute 10% of the duties assigned to the Project Team Leader-Early Childhood Education. In the event that a decision was made to reduce the JK program to a Compensatory Program, it would be the recommendation of the Superintendent of Program to retain the existing Project Team Leader position and re-assign responsibilities in Primary Education. As a result the figure of $0 has been reported in the potential savings (annual).

4/ There is an annual per pupil allocation of $61.20 to each school to support the delivery of the JK program to students. The amount is supplemented in Compensatory Schools by an additional per pupil allocation of $9.95.

5/ There is no transportation provided to JK students in Compensatory schools. The savings reported reflect the total amount saved by the elimination of the mid-day runs as listed in the report on the elimination of JK.

6/ The nutrition allocation is based on an allotment of $215 per class, with an additional per pupil amount of $3.72 for children in Compensatory Schools.

7/ The Advertising budget includes notices for SK and French Immersion programs.

8/ Some JK classes operate in shared space. The amount given reflects costs for classrooms used only for JK.

9/ The Employment Standards Act will require payment of severance to the 4 F.T.E. permanent contract teachers who will be terminated as a result of a decision to reduce the JK Program to Compensatory Education Schools only. Although all E.A.s who would be terminated as a result of a decision to reduce JK must receive "notice", since none of the 35 E.A.s who would be affected by such a decision have more than 5 years service with the Board, none would be entitled to severance.

10/ The grant calculations that appear in the report have used the 1995 Sept. enrolment numbers & the latest information from the Ministry of Education & Training related to JK funding for 1996 and 1997.

1995 Grant	$2,322.00 per pupil
	$4,640.00 per FTE
1996 Grant	$1,765.00 per pupil
	$3,530.00 per FTE
1997 Grant	$939.00 per pupil
	$1,878.00 FTE

Note: The above per pupil grants for junior kindergarten include not only the basic per pupil grant (ceiling) but also include board specific and program specific grants that are all based on total enrolment.

REPORT OF
THE JUNIOR KINDERGARTEN WORK GROUP
Co-Operative Preschool Program

Co-operative Preschool Program (Day Nurseries Act)

A Co-operative preschool program is operated in accordance with the Day Nurseries Act rather than the Education Act. Accordingly, ***Early Childhood Education staff***, rather than teachers, are assisted by parents of the children in the preschool program. The ***ratio*** is one early childhood educator and two parent volunteer assistants per 24 children. Under the Day Nurseries legislation, parents may be considered as assistants if the co-op program is operated by a co-operative corporation.

Co-operative Preschool programs are not required to deliver the education ***curriculum*** offered in junior kindergarten programs since they are not operated under the Education Act and the Ministry of Education and Training.

The ***fees*** range between $6 to $8 per child per half day with a volunteer parent board responsible for the day-to-day administration. Since the current subsidies for child care are being phased out and will probably not be available for new programs, ***parents*** would be responsible for the ***full fee payment***. Because of flexible attendance options in this program (2 to 5 days per week), the weekly cost to parents could range from $16 to $40. Although a co-op preschool program provides the opportunity for universal access, in practicality, the ability to pay fees and the commitments of working parents may prevent some children from being able to be in a co-op preschool program.

There are currently several co-op preschool programs across the city, including two programs (Honey Bears and Mother Goose) operating in Hamilton Board of Education schools. If ***Umbrella Family and Child Centres of Hamilton*** were to consider expanding to operate co-op preschools, the Umbrella Board would have to create a new branch of the corporation under the Co-operative Corporations Act. Any programs operated by the Umbrella Board would comply with the ***Hamilton Board of Education Child Care Policy*** and Board approved ***Child Care Rental Policy*** (Appendices I & II). The Hamilton Board would provide the space and appropriate curriculum link-ups but the staff and delivery of the program would be the responsibility of the Umbrella Family and Child Centres of Hamilton, as is currently the case in the Honey Bears and Mother Goose Preschool Programs.

The Umbrella Family and Child Centres of Hamilton would have to consider how to obtain ***funds to cover the start-up costs*** for supplies and making arrangements for the acquisition of ***furniture and equipment*** (estimated at $1000 per child) through rental or purchase from the Hamilton Board.

Hamilton Board of Education
Child Care Policy
June 1994

1 MISSION STATEMENT FOR CHILD CARE

The Hamilton Board of Education supports the partnership between the Ministry of Education and the Ministry of Community and Social Services for the expansion of school-based child care programs.

The Hamilton Board of Education believes that the keys to quality child care are:

- consideration of the needs of children
- provision of services to encourage appropriate child development
- adequate funding

2 CHILD CARE POLICY

2.1 The Hamilton Board of Education endorses the value of child care in the school system and affirms its commitment to the delivery of a high-quality service, as stated in the shared philosophy statement of the Early Years/Child Care programs: "Children learn by doing, children learn by interacting, children learn at their own rate."[1] Child care centres will support families, will be compatible with school programs, and will endeavour to meet community needs.

2.2 The Child Care Policy and Operating Procedures will apply to all child care centres or programs that operate in Hamilton Board of Education facilities.

2.3 The Hamilton Board of Education will give priority to child care centres when assigning the use of available space where need is established and sufficient funding is available.

2.4 Each child care centre's program philosophy will be compatible with the Hamilton Board of Education's Beliefs and Mission statements.

2.5 New child care centres will be designed using the Ministry of Community and Social Services document, *Day Nursery Design Guidelines.*

2.6 Each child care centre housed in a Hamilton Board of Education facility will be operated by a non-profit corporation or organization.

2.7 All child care centres established after the adoption of this Child Care Policy will be operated by Umbrella Family and Child Centres of Hamilton.

2.8 Child care centres participating in curriculum link-ups will be charged up to 50 per cent of the rental, caretaking, utilities and cleaning costs.

2.9 Each child care centre will enter into a contractual agreement with the Hamilton Board of Education.

2.10 Each child care centre will be licensed under the Day Nurseries Act.

2.11 Each child care centre will establish and maintain a contract for purchase-of-service with the Hamilton-Wentworth Regional Social Services Department.

2.12 Each child care centre will establish an advisory committee of 5–7 members, at least three of whom are parents of children in the program (where this is feasible).

2.13 The Child Care Program Leader will be primarily responsible for the overall co-ordination of all school-based child care centres; will be a non-voting resource person to all child care centre advisory committees; will sit on the Umbrella Board; and will be a liaison between the child care centres, their operators and the Hamilton Board of Education.

2.14 The Hamilton Board of Education accepts no responsibility for any financial losses incurred by any child care centres or programs operating on Hamilton Board of Education premises.

2.15 Cleaning and caretaking services will be provided to child care centres according to the contractual agreement. Details of the contract which refer to cleaning and caretaking needs of centres will be reviewed annually by the Child Care Program Leader in conjunction with appropriate Plant and Finance Department personnel, and the Principals involved. This will ensure that all parties concerned are aware of the actual needs of the centres.

2.16 The Hamilton Board of Education will continue to endorse all child care centres located on its property providing they comply with this Child Care Policy.

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[1] *Getting It All Together,* Hamilton Board of Education

ROLE DESCRIPTION
CHILD CARE PROGRAM LEADER

The Child Care Program Leader:

- will be primarily responsible for the co-ordination of all school-based child care programs.
- will be responsible for implementation of the Child Care Policy of the Hamilton Board of Education.
- will be a liaison between the child care centres, the Umbrella Board and the Hamilton Board of Education.
- will be a resource person to each child care centre operating on Hamilton Board of Education premises
- will assist community groups and schools in needs assessments, waiting lists and procedures to establish child care programs.
- will liaise with government and community agency representatives on child care policies, regulations and grant applications.
- will work intensively with program supervisors and advisory committees for the start-up period and first year of operation.
- will assist with and monitor budgeting and grant management for the child care centres and their advisory committees.
- will be a non-voting member of each child care centre advisory committee and the Umbrella Board.
- will provide professional development and in-service activities for centre supervisors and employees of all centres and programs located in the Hamilton Board of Education facilities.
- will continue to focus on program as well as operational aspects of the centres.
- will represent and promote the Hamilton Board of Education's child care program in the community.
- will report to the Early Years Co-ordinator, Hamilton Board of Education.

ROLE OF THE SCHOOL PRINCIPAL IN THE PROVISION OF CHILD CARE

The Principal of a school with a Child Care Centre is a key person in the development of a positive relationship among school staff, the child care staff and the community. The Principal will support and encourage program co-ordination by:

- sitting as a non-voting resource person (or by appointing a designate) on the child care centre advisory committee.
  - organizing, in the fall of each year, a meeting for Child Care Centre and school staff to co-ordinate program planning and procedures for the coming school year. Where applicable issues to be discussed would include:
  - shared facilities (i.e., gym, playground)
  - scheduling of same
  - fire drills
  - use of public health nurse
  - morning/afternoon registration of Junior and Senior Kindergarten students
  - parking/drop-off
  - emergency evacuation
- organizing a meeting of kindergarten, child care, Family Studies and other appropriate school staff to promote both consistency and the sharing of information regarding children who attend both programs.
- assisting child care and school staff to co-schedule activities and share resources where appropriate and feasible.
- providing guidance to community/parent groups interested in the establishment of a child care centre in conjunction with Child Care Program Leader, and acting as a liaison with the community before child care centre staff are hired.
- being involved during the establishment and development of a child care centre and having on-going participation on Advisory Committee.
- promoting the child care centre through newsletters, joint open-house activities, etc.

TO: The Chairman and Members
Operations and Finance Committee

1995 12 12

FROM: P. Shewfelt,
Superintendent of Financial Services and Treasurer
D. Sage,
Manager, Property, Audit & Assessment

RE: **PHASE II OF THE RECIPROCAL RENTAL AGREEMENT BETWEEN THE CORPORATION OF THE CITY OF HAMILTON AND THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON, FOR THE USE OF RECREATIONAL FACILITIES - COMMUNITY USE OF SCHOOLS**

REPORT: **FOR DECISION**

BACKGROUND:

At a Special In-Camera Meeting of the Operations and Finance Committee 1995 10 19 a report was introduced on phase one of the reciprocal agreement between the City of Hamilton and the Board of Education. This report focused on the "Win Win" exchange of facilities for the purpose of balancing Culture and Recreation programs with that of the Board's Physical Education and Athletic programs. Trustees endorsed the direction being pursued and adopted the following recommendations:

1. That the trustees approve the reciprocal exchange between the Corporation for the City of Hamilton and the Board of Education for the City of Hamilton, for the use of recreational facilities.

2. That the trustees approve pursuing further negotiations with the City of Hamilton, regarding the expanded use of Board owned facilities and grounds.

3. That the Reciprocal Agreement, along with a re-drafted rental rate policy, be presented to Board for approval at the Operations and Finance committee meeting 1995 12 12.
(Note: The finalized draft will be presented to Board upon completion of all outstanding issues and amendments).

The City's Culture and Recreation Department has been in partnership with the Board providing program and facility access to community groups for thirty years. Administratively, the City processes requests through to the Board in order to secure a facility booking. The Board generates revenue by charging the City on a permit basis and the City imposes their own rate schedule on to the community group.

Since 1972 the Board's rental rate schedule has not been consistent with costs incurred to operate facilities. To address this issue a revised rental rate policy, adopted in December 1993, introduced a gradual matching of revenue to actual operating expenditures (Appendix A).

Given the pressures generated from government revenue reductions, City and Board staff revisited the administrative and cost structures that support the current user fee methodology. Together alternative solutions were pursued, attempting to ensure

- a "Win Win" situation
- focus on the taxpayer as beneficiary of cost containment strategy
- adequate level of service

ISSUE

To share with trustees a revised rental rate schedule and philosophy to be imposed on all groups using Board facilities.

RECOMMENDATIONS

1. That the policy of the Board dated 1995 06 13 (BU-2 Use of School Facilities - out of school hours) be revised to read: "It is the policy of the Board of Education for the City of Hamilton to make school buildings available to community organizations to the fullest extent possible within the established regulations made with due regard for the preservation of the educational program of the school and the protection and maintenance of the property. Rental rates shall be charged to ensure full reimbursement of the cost of the use of the building and/or grounds".

2. That the Rental Rates of School Facilities adopted 1993 12 07 be repealed.

3. That the revised rental rates for school facilities (Appendix B) be approved and applied consistently to all parties effective 1996 01 01.

4. That the revised rental rates for school facilities, supported by operating guidelines, be updated annually based on current year's approved budget and contractual obligations, for implementation September 1 of each year.

5. That expanded negotiations with the City continue with outcomes reported back to trustees for approval prior to any implementation.

RATIONALE

The Board of Education is absorbing approximately $70,000 per annum when renting one caretaker facilities to community groups via Culture and Recreation permits. This loss, combined with the subsidy that the City of Hamilton provides to youth groups, escalates to an annual estimated $100,000 cost to the Hamilton ratepayers.

Example:

Board

Board cost to operate one caretaker school per evening	$118	
Board revenue from City	($ 32)	
Board operating loss per one caretaker school per evening		**$ 86**

City

Board facility charge to the City	$ 32	
City's average charge to community group per evening	($ 18)	
City's average operating loss per evening		**$ 14**
Net Cost to the Hamilton Ratepayers per evening		**$100**

Note: The above example is based on a 3-hour rental period.

The operating costs for one caretaker schools are limited to caretaker overtime and variable costs. Since 95% of the cost is overtime, one alternative to reduce these operating costs is to move community groups to schools that operate a second caretaking shift.

Technically, all City permits issued to community groups can be accommodated in two caretaker schools. Although these schools are not geographically positioned to the satisfaction of all groups, the Board's operating costs would be significantly reduced as no overtime would be required. Community groups could be accommodated in these facilities with no increase in their fees and the Board could save the $70,000 annual loss.

Reciprocal Agreement for use of Recreational Facilities

On November 22, 1995 community groups were invited to a joint meeting with Board and City staff (Appendix C). Ten of the sixteen groups were represented at the meeting. The remaining six groups were all contacted. Although all groups were disappointed with the possibility of changing locations and possibly altering nights for their program, groups understood the need to reduce the high costs being absorbed by ratepayers of Hamilton. Groups were also appreciative of the initiative to share information and seek input prior to any decisions forthcoming.

Since that meeting, group leaders and staff are reviewing creative ways of facilitating the proposal should the recommendation be adopted. Ideas such as doubling up and altering times are suggestions being presented. Some groups have decided to re-schedule their activities in two caretaker schools while other groups are pursuing alternative accommodation i.e. churches.

The revised rental schedule provides for a simplified application of rates. These rates, if adopted, will be updated annually and implemented prior to the start of most community or group programs.

To accommodate the need to streamline structures and reduce administrative processes, combined with the elimination of the "Rental Clerk" position as a result of downsizing in Financial Services, operating guidelines have been developed. These guidelines, together with the adoption of revised rental rates, will produce a much more cost effective operation. The final stage will be to implement an on-line facilities booking system. This strategy is being pursued with the City to see if a joint venture is viable.

To: The Chairman and Members of
The Operations and Finance Committee
1993 12 07

From: Paul Shewfelt
Superintendent of Finance and Treasurer

Prepared By: Doug Kelterborn
Manager of Property and Insurance

Re: Rental Rates of School Facilities

Report: For Information/Decision

BACKGROUND:

At the April 1992 meeting of the Operations Management Committee and the Board the Report on the Rental Rates of School Facilities was received for information and the following recommendations approved:

That the Report be referred back to the Officials to develop new policies in terms of rental of Board Property taking into consideration the following:
- profit and non-profit organizations
- programs established by Hamilton Board of Education policy
- programs mandated by the Provincial Government
- the degree of alignment with or extension of a Hamilton Board of Education program
- the degree of compatibility/agreement with the Hamilton Board of Education Mission Statement

That the Report include a five-year plan that will produce rental rates on a cost recoverable basis, to be implemented on a graduated scale in order to allow groups an opportunity to adjust and that the rates be reviewed annually until the 5 year program reaches the approved rental rate.

The current policy: use of School Accommodation By the Community was approved by the Board in July 1972. Specific rental rates were not set out in the policy. Rate adjustments have been made in 1976 (Monday to Friday, Saturday, Sunday and Holidays) and in 1988 (Saturdays, Sundays and Holidays).

"It is the policy of the Board of Education for the City of Hamilton to make school buildings available to community organizations to the fullest extent possible within the established regulations made with due regard for the preservation of the educational programme of the school and the protection and maintenance of the property.

Various rental rates shall be charged to ensure adequate reimbursement of the cost of the use of the buildings." policy: July 1972

Our school facilities are rented to

a) Recreation Department - City of Hamilton - who then make the facilities available to a number of organizations - over 3,200 rentals in 1993.
b) Community Groups rent directly through the Board - 360 contracts issued in 1993.

ISSUE:

To determine the basis of rental rates for the use of school facilities.

RECOMMENDATIONS:

i) That the basis of rental rates for the Recreation Department and Community Groups be approved.
ii) That the proposed rental rates be received for information pending the outcome of the Workload Study.

RATIONALE:

i) Rental rates have been calculated to recover the cost of the use of the school facilities as per appendices A, B, and C.
ii) These rates will be implemented on a graduated scale over a five year period in order to allow renters an opportunity to adjust to the new rates.
iii) These rental rates have been determined without consideration for the Workload Study which may have an impact on these rental rates.
iv) There is a need to discuss these rates with the City of Hamilton prior to implementation.

Methodology To Determine Rental Rates

The proposed rental rates are based on the following methodology to recover the costs attributed to the use of the school facilities.

The rental rates have been determined in two parts: fixed and variable costs.

Fixed costs include heat, light, power, supplies and repairs on a square foot basis (converted to an hourly rate for City and Community Groups).

Variable costs are for caretaking, based on the time of day, or day of week for the rental which determines the hourly rate (ie. regular time, time and a half or double time).

The combination of the fixed and variable costs determines the total rental charge for each of the rentals.

For 1993, the elementary and secondary fixed costs are $1.64 and $2.01 per square foot respectively (Appendix D). To this amount, the variable costs for caretakers is added.

The fixed and variable costs have been converted into an hourly amount as rates are quoted in dollars per hour and in dollars per four hour periods to the renter.

Note: No administration or overhead costs have been included.

Appendix E outlines the Community Groups (other than groups renting through the Recreation Dept.) broken down into the type of organization and whether they are profit or non-profit. As can be seen from the list, the non-profit organizations far out weigh the profit making organizations.

The questions asked by trustees from the Operations Management Committee meeting of 1992-04-07 are reported in Appendix F.

APPENDICES:

A	Summary of Rental Rates - One Caretaker Elementary Schools
B	Summary of Rental Rates - Two Caretaker Elementary Schools
C	Summary of Rental Rates - Two Caretaker Secondary Schools
D	Fixed Costs Elementary and Secondary
E	Community Group Contracts Issued By Board
F	Questions and Answers From Operations Management Committee of 1992-04-07

Appendix A

SUMMARY OF RENTAL RATES - ONE CARETAKER ELEMENTARY SCHOOLS

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)				BOARD OF EDUCATION	
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS		COMMUNITY GROUPS	
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (3)	PROPOSED Rate (3)	PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings - Monday to Friday	$ 25 00	$123 00	N/A	N/A	$ 60 00	$123 00
Saturdays	$107 00	$123 00			$107 00	$123 00
Sundays and Holidays	$143 00	$159 00			$143 00	$159.00
Single Gym - Evenings - Monday to Friday	$ 32 00	$114 00	N/A	N/A	$ 55.00	$114 00
Saturdays	$107.00	$114 00			$107 00	$114.00
Sundays and Holidays	$143 00	$150.00			$143.00	$150.00
Double Gym - Evenings - Monday to Friday	$ 37 00	$121 00	N/A	N/A	$ 55.00	$121.00
Saturdays	$107 00	$121.00			$107.00	$121.00
Sundays and Holidays	$143.00	$157 00			$143 00	$157.00
Classrooms - Evenings - Monday to Friday	$ 32 00	$108 00			$107 00	$108 00
Saturdays	$107 00	$108 00			$107.00	$108 00
Sundays	$143 00	$144 00			$143 00	$144 00

NOTE

(1) Present Rate - Monday to Friday, Saturday Sunday and Holidays adjusted in 1976. Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime
(2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest $
(3) There are no one caretaker elementary schools with a recreation centre

Caretakers's Rate 4 Hour Period - Monday to Saturday $107 00
Sunday and Holidays $143 00

93-11-5

SUMMARY OF RENTAL RATES - TWO CARETAKER ELEMENTARY SCHOOLS

Appendix B

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)						BOARD OF EDUCATION	
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS				COMMUNITY GROUPS	
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)			PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings, Monday to Friday	$ 25.00	$ 54.00	$ 25.00	$ 54.00			$40.00 - $80.00	$ 54.00
- Saturdays	$ 111.00	$ 128.00	$ 111.00	$ 128.00			$ 111.00	$ 128.00
- Sundays and Holidays	$ 148.00	$ 165.00	$ 148.00	$ 165.00			$ 148.00	$ 165.00
Single Gym - Evenings, Monday to Friday	$ 25.00	$ 44.00	$ 16.00	$ 44.00			$ 55.00	$ 44.00
- Saturdays	$ 111.00	$ 118.00	$ 18.00	Fixed Cost	$ 7.00	No Caretaker - Lock Off Gym	$ 111.00	$ 118.00
- Sundays and Holidays	$ 148.00	$ 156.00	$ 18.00	Fixed Cost	$ 7.00	No Caretaker - Lock Off Gym	$ 148.00	$ 156.00
Double Gym - Evenings, Monday to Friday	$ 30.00	$ 51.00	$ 21.00	$ 51.00			$ 55.00	$ 51.00
- Saturdays	$ 111.00	$ 125.00	$ 25.00	Fixed Cost	$ 14.00	No Caretaker - Lock Off Gym	$ 111.00	$ 125.00
- Sundays and Holidays	$ 148.00	$ 162.00	$ 25.00	Fixed Cost	$ 14.00	No Caretaker - Lock Off Gym	$ 148.00	$ 162.00
Classrooms - Evenings, Monday to Friday	$10.00	$ 38.00	$ 10.00	$ 38.00			$37.00	$ 38.00
- Saturdays	$111.00	$ 112.00	$ 111.00	$ 112.00			$111.00	$ 112.00
- Sundays and Holidays	$148.00	$ 149.00	$ 148.00	$ 149.00			$148.00	$ 149.00

NOTE.

(1) Present Rate - Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976, Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime

(2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest $.

Caretaker's Rate 4 Hour Period - Monday to Friday $ 37.00 (1/2 of total cost - caretaker on duty)
Saturday $111.00
Sunday and Holidays $148.00

93-11-05

SUMMARY OF RENTAL RATES - TWO CARETAKER SECONDARY SCHOOLS

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)						BOARD OF EDUCATION	
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS				COMMUNITY GROUPS	
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)			PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings, Monday to Friday	$ 25.00	$ 61.00	$ 25.00	$ 61.00			$ 70.00	$ 61.00
- Saturdays	$ 111.00	$ 135.00	$ 111.00	$ 135.00			$ 111.00	$ 135.00
- Sundays and Holidays	$ 148.00	$ 172.00	$ 148.00	$ 172.00			$ 148.00	$ 172.00
Single Gym - Evenings, Monday to Friday	$ 20.00	$ 45.00	$ 16.00	$ 45.00			$ 67.50	$ 45.00
- Saturdays	$ 111.00	$ 119.00	$ 20.00	Fixed Cost	$ 8.00	No Caretaker - Lock Off Gym	$ 111.00	$ 119.00
- Sundays and Holidays	$ 148.00	$ 156.00	$ 20.00	Fixed Cost	$ 8.00	No Caretaker - Lock Off Gym	$ 148.00	$ 156.00
Double Gym - Evenings, Monday to Friday	$ 25.00	$ 53.00	$ 21.00	$ 53.00			$ 67.50	$ 53.00
- Saturdays	$ 111.00	$ 127.00	$ 25.00	Fixed Cost	$ 16.00	No Caretaker - Lock Off Gym	$ 111.00	$ 127.00
- Sundays and Holidays	$ 148.00	$ 165.00	$ 25.00	Fixed Cost	$ 16.00	No Caretaker - Lock Off Gym	$ 148.00	$ 165.00
Classrooms - Evenings, Monday to Friday	$10.00	$ 39.00	$ 10.00	$ 39.00			$37.00	$ 37.00
- Saturdays	$111.00	$ 113.00	$ 111.00	$ 113.00			$111.00	$ 113.00
- Sundays and Holidays	$148.00	$ 150.00	$ 148.00	$ 150.00			$148.00	$ 150.00

NOTE:

(1) Present Rate - Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976; Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime.

(2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest $.

93-11-05

COST PER SQUARE FOOT BASED ON 1991 BUDGET ESTIMATES	TOTAL ELEMENTARY & T.R.	All One Caretaker SCHOOLS	All Two Caretaker SCHOOLS
ENERGY:			
HYDRO	1,390,440	958,205	432,231
FUEL OIL	3,000	2,067	933
NATURAL GAS	1,048,428	722,514	325,914
SUBTOTAL ENERGY	2,441,868	1,682,790	759,078
OTHER:			
WATER AND SEWAGE	265,725	183,122	82,603
LANDSCAPING/GROUNDS	107,000	73,738	33,262
GARBAGE COLLECTION	192,350	132,556	59,794
PEST CONTROL	7,000	4,824	2,176
SNOW REMOVAL	48,650	33,527	15,123
WINDOW CLEANING	16,400	11,302	5,098
REPAIRS -- FURN & EQUIP	8,650	5,961	2,689
CARETAKING SUPPLIES	263,693	181,722	81,971
TEMP ASSISTANCE-INV	18,661	12,860	5,801
SUBTOTAL OTHER	928,129	639,611	288,518
REPAIRS BLDGS/GROUNDS:	1,905,600	1,313,226	592,374
SALARIES AND BENEFITS:			
SUPERV/TECH/SPECIALIZED	9,129,233		
TEMP ASSISTANCE	18,000		
EMPL BENEFITS (13.59%)	1,243,109		
	10,390,342		
TOTAL	15,665,939	3,635,628	1,639,969
0 % OVERHEAD (ADMIN, INSURANCE, ETC)	0	0	0
		0	0
G R A N D T O T A L	15,665,939	3,635,628	1,639,969
TOTAL SQUARE FEET	3,222,724	2,220,910	1,001,814
COST PER SQ FOOT (INCL SALARIES)	$4.861		
COST PER SQ FOOT (NOT INCL SALARIES)		$1.637	$1.637

ADULT SPORTS GROUPS (NON PROFIT)

Adventures in Friendship, Around the Bay Road Race, Burlington Modellers, East Mountain Baseball, Hamilton Area Women's Volleyball League, Hamilton Express Volleyball, Hamilton Seekers Volleyball, LIUNA, Ontario Table Tennis Association, Steel City Wheelers.

YOUTH SPORTS GROUPS - (NON PROFIT)

712 Squadron Air Cadets, Hamilton Sparta, Harry's Basketball, Sue Halbfleish, Korean Culture Association of Canada, LIUNA.

MEETINGS - (NON PROFIT)

Applegrove Co-Operative Homes, Association for Bright Children, 90 Duke Street Tenants Association, Durant Neighbourhood Association, East Brow Co-Op Apartments, Women's Community Co-Op.

EDUCATIONAL GROUPS - (NON PROFIT)

Associates of Professional Engineers of Ontario, Brock University, Conservatory for Musical Studies, Refrigeration Engineers Society, Royal Conservatory of Music, McMaster University, University of Toronto, University of Waterloo

RELIGIOUS GROUPS - (NON PROFIT)

Bethel Gospel Tabernacle, Buchanan Park Free Methodist Church, Christadelphians, Church of Jesus Christ of Latter-Day Saints, Crossfire Assembly, First Church of Christ Scientists, Free Reformed Church of Ancaster, Hamilton Christian Fellowship, Holy Spirit Ukrainian Catholic Church, Living Hope Christian Assembly, New Apostolic Church, Philpott Memorial Church

CONDOMINIUM CORPORATIONS (COMMERCIAL) - PROFIT

Accurel Management, Filagree Management Limited, Lounsbury Management, Property Management Guild, Royal Management Service, Wentworth Condominium Corporation

PRESCHOOLS

Honey Bears Co-Op Nursery School, Mother Goose Co-Operative Preschool Inc.,

POLITICAL PARTIES - (NON PROFIT)

Hamilton East Federal Association, Reform Party of Canada, Hamilton West Provincial Progressive Conservative Association.

Appendix F

Questions and Answers - from Operations Management Committee Meeting of 1992-04-07

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1 a/ *First Base Program* - (YMCA and YWCA) was not addressed in the report 1992-04-07 and since the programs run from approximately 7 a.m. - 9 a.m. and 4 p.m. - 6 p.m. for school ages students using mainly the gyms of schools with some shared classroom space which are cleaned only during the normal cleaning schedule. Under these present circumstances no rental fee is recommended. The usage of our facilities by the First Base Programs will be reviewed annually to determine any costs to be recovered by the Board.

1b/ **Hess Street School** - housed a dental clinic operated by Social Services which is no longer in operation.

1c/ **Community Policing** - using space in schools as an office available 24 hours per day. Schools: Stinson, Scott Park, Sir Winston Churchill. Meetings are taking place regarding the terms and conditions of a contract between the Board and the Police.

1d/ **Rygiel Home** - Located in Fairview school - use two rooms and presently are charged $14.00 per week per classroom x 51 weeks = $1,428.00 per year. The rental rates will be adjusted to reflect their share of the cost of operating Fairview School.

1e/ **Section 27** - Ministry of Education

Woodview Children's Centre - Westdale - 1 classroom $14.00 per week per classroom x 40 weeks = $560.00

- Costing methodology = Option One - $2,244
  Option Two - $1,664
  Option Three - $1,579

Woodview Children's Centre - Delta - 2 classrooms $14.00 per week per classroom x 40 weeks = $1120.00

- Costing methodology = Option One - $7,583
  Option Two - $5,169
  Option Three - $4,956

Lynwood Hall - Queen Mary - 1 classroom $14.00 per week per classroom x 40 weeks = $560.00

- Costing methodology = Option One - $2,592
  Option Two - $1,866
  Option Three - $1,624

Option 1, 2, and 3 - details are covered in the Child Care Centres Rental Rate report.

1f/ **Child Care Centres** - Non-profit organizations not taxable.

1g/ **Market - Commerical** - Cost per square foot ranges $4.50 per square foot to $6.50 per square foot plus utilities and custodial services.

1h/ **All groups the same rate** - Rental groups have been broken out into profit and non-profit (see Appendix E).

SUMMARY OF RENTAL RATES FOR COMMUNITY USE OF SCHOOLS

Facility	ELEMENTARY ONE CARETAKER SCHOOLS (note 1)			ELEMENTARY TWO CARETAKER SCHOOLS (note 2)			SECONDARY SCHOOLS (except Sir J. A. Macdonald, note 5) (note 2)		
	Weekday Charge	Saturday Charge	Sunday Charge	Weekday Charge	Saturday Charge	Sunday Charge	Weekday Charge	Saturday Charge	Sunday Charge
Auditorium	$135	$135	$172	$62	$135	$172	$96	$156	$194
Single Gym	$118	$118	$155	$40	$118	$155	$57	$131	$168
Double Gym	$124	$124	$161	$50	$124	$161	$67	$141	$178
Classroom	$112	$112	$149	$38	$112	$149	$38	$113	$150
Cafeteria	N/A	N/A	N/A	N/A	N/A	N/A	$57	$131	$168

Notes:

1) For one caretaker elementary schools, charge is for a 3 hour rental + 1 hour additional caretaking per contract.
2) For two caretaker elementary and secondary schools, weekday charge is for a 4 hour rental,, weekend charge is for a 3 hour rental + 1 hour additional caretaking per contract.

3) Community Groups will be charged an hourly rate for use of facilities beyond the above time periods. Hourly rate will consist of caretaking and variable costs per hour.

4) These rates will be updated September 1st of each year to reflect the current years approved budget and contractual obligations.

5) Charges for the rental of Sir John A. Macdonald Auditorium are as follows:
Weekdays $150; Saturday $200; Sunday $235
These higher rates reflect the use of a stage technician who is on staff at SJAM.

6) Commercial Groups will be charged approximately three time the rate charged to community groups.

Date: 1996 01 30

To: Chairman and Members
Operations and Finance Committee

From: Dr. Frank A. Cooke
Assistant Superintendent of Program

Re: **Report of the Work Group on the Costing of Non-Mandated Programs (lines 1-20 inclusive) and Positions not Mandated by Collective Agreements**

Mandate of the Work Group:

1) Using the Board approved costing model, prepare a detailed costing of non-mandated program (lines 1-20 inclusive) and positions not mandated by collective agreements.

2) Suggest methods by which substantial savings could be realized, in relation to the operation of non-mandated programs.

3) Provide data that can serve as a basis for Senior Management's recommendations for the delivery of such programs at a substantially reduced level of expenditures.

Status Report on Work Completed to Date:

The costing of the following non-mandated programs and positions not mandated by Collective Agreements have been completed:

Instrumental Music in elementary schools
Design and Technology in elementary schools
Family Studies in elementary schools
The position of Guidance Counsellor in elementary schools
The position of Teacher Librarian in elementary schools
Co-operative Education in secondary schools
Athletics in elementary and secondary schools

The costing of the following non-mandated programs is still in progress:

French Immersion in elementary and secondary schools
All Adult and Continuing Education programs

Enclosures:

1) Where applicable, an excerpt from a Ministry of Education and Training Curriculum Guideline which provides an overview for the Board's program.

2) Where applicable, an excerpt from the Common Curriculum: Policies and Outcomes Grade 1 - 9 which provides the Learning Outcomes to be addressed in a particular program.

3) A page detailing expenditures, revenues where applicable and estimated savings to the Board through the elimination of non-mandated programs and positions not mandated by Collective Agreements.

4) Other considerations and notes of interest explaining the numbers reported on the detailed costing page.

5) Additional alternatives.

In addition, as further general enclosures, the following have been included:

1) An example of the application of the staffing formula used in elementary schools

2) Information indicating the models of delivery for non-mandated program and positions employed by the Hamilton -Wentworth Roman Catholic Separate School Board and The Wentworth County Board of Education.

INSTRUMENTAL MUSIC IN ELEMENTARY SCHOOLS

The Instrumental Music program is a non-mandated program involving 7,349 students in grades 6, 7 and 8. The program is based on the Ministry of Education and Training Curriculum Guideline, entitled Music Intermediate and Senior, 1990. The program serves as a vehicle by which students have the opportunity to address the Arts outcomes as delineated in The Common Curriculum: Policies and Outcomes - Grade 1 to 9.

Excerpts from the Curriculum Guideline and from the Arts section of the Common Curriculum: Policies and Outcomes - Grades 1 to 9 have been included in this package.

The Program for Grades 7 and 8

GENERAL EXPECTATIONS

Music is one of the compulsory subjects in the curriculum for Grades 7 and 8. The organization and delivery of the program itself will be influenced by factors such as the following:
– access within the school to special areas for the teaching of music
– the availability of a specialist or highly qualified music teacher
– the availability of instruments and supplies

All music courses in Grades 7 and 8 shall offer students learning experiences that reflect an appropriate balance of activities in listening, performing, and creating.

Students arriving in Grade 7 often have been accustomed to experiencing music as part of an integrated program in which all aspects of the curriculum are interrelated. Music, to these students, has been an integral part of their daily life, as important a part of their studies in language as of their studies in the arts. Many aspects of programs for Grades 7 and 8 will continue to reflect this integrated approach to the teaching of music; teachers can take advantage of the natural connections between music and other arts subjects, such as drama and dance, to put together units in an integrated arts curriculum, or they can link the study of music with that of other subjects, such as mathematics or language arts. In some schools,

on the other hand, music will be taught as a separate subject by a specialist teacher. This guideline acknowledges that both of these approaches are valid in Grades 7 and 8.

In the Primary and Junior Divisions, students have been presented with many opportunities to develop patterns of sound, to create musical pieces, and to refine their personal responses to musical presentations of different kinds. They may, however, have little knowledge of the theory of music. When introducing this aspect of music study, teachers will be aware of the importance of providing students with practical musical experiences to balance and support their study of theory. Teachers should always use correct musical terminology but should keep in mind that students' knowledge of the terminology itself or of music theory must always be embedded in first-hand musical experience and activities. Paper-and-pencil exercises are best avoided as prime methods for teaching terminology and theory.

Almost all of what students learn about music should derive from the sensory input of direct experience with music through listening, movement, visual or linguistic representation, or personal experimentation. The foremost of these, naturally, is listening.

Vocal music is a part of all programs for Grades 7 and 8, including instrumental programs. In some classes much of the repertoire will be sung in unison; when students are aware that they are contributing to the expressive quality of the melody, the singing of even a single melodic line can be a satisfying musical experience. Students should also experience the challenge and joy of singing in harmony. Teachers will need to be sensitive to the special needs and characteristics of adolescent voices in selecting repertoire for the vocal music section of the course.

The setting of attainable objectives will provide the means for continuous progress towards the refinement of students' musical understanding. The first objective is to obtain full, willing, and enjoyable participation; correct intonation, accurate rhythm, clear diction, and so on, can be achieved later through the continual presentation of good models. It is essential that students understand the teacher's expectations for their involvement.

SPECIFIC OBJECTIVES

If students are to learn to value music, they must find satisfaction and enjoyment in their participation in music. They must also be provided with musical experiences that encourage them to examine and form their own value judgements. At times, music should be experienced in an interdisciplinary context.

Students in music programs must be provided with opportunities to:

– develop their understanding of the elements of music through the sequential presentation of concepts concerning melody, harmony, rhythm, dynamics, tone colour, texture, and form, and through the integration of all of their musical activities (see the subsection on concepts on pages 26-28);
– listen to, perform, and create music in a variety of activities;
– use their voices as a means of musical expression;
– experiment with singing or playing basic chord progressions and use these in accompanying melodies;
– create, read, and perform melodies and accompaniments, using both traditional and graphic notation;
– develop reading and listening skills according to their needs, abilities, and interests;
– learn how interpretive controls (e.g., dynamics, tempo, articulation, phrasing, balance, and blend) give a unique expressiveness to the music they hear, perform, and create;
– use the musical terminology that they encounter in their musical experiences;
– identify aurally and visually the instruments of the orchestra by family and by individual instrument;
– listen to, identify, and describe music of many periods, styles, and cultures, including folk music and the contemporary music of Canada and other parts of the world;
– respond with sensitivity to many types of music;
– develop skill in improvising;
– explore a variety of sounds and organize them into compositions;
– understand and articulate connections between music and the social, educational, and personal worlds;
– begin to develop personal musical values and critical awareness;
– enjoy music for its own sake in daily life.

The Arts

The arts speak to our emotions, imagination, and intellect, and throw new light on our experiences. From a wider perspective, the arts offer a picture of what people have felt, thought, and valued over the ages, enabling us to see that people in the past expressed ideas and feelings similar to our own. The arts also show us that, while people of diverse races and cultures have unique ways of expressing themselves, people of all backgrounds have many similar interests, concerns, and ways of seeing things. The study of the arts can therefore help students develop a sense of connection with the past and with people of various races and cultures, and can broaden their knowledge and understanding of human achievement.

All of the arts – dance, drama, music, and the visual arts – are valuable means of expression and communication. It is therefore important for students to develop the ability to explore and express their ideas effectively in each of the arts. In making and presenting art works, students develop their ability to communicate and gain understanding of how and why works of art are created.

Through their work in the arts, students encounter both theoretical and practical problems that require them to come up with solutions and to make decisions. Students thus develop their creative and critical-thinking skills, and experience a sense of achievement and fulfilment through study of the arts. In addition, the skills and aesthetic judgement that students develop through study of the arts can be applied in many other areas of life, enriching their understanding and enjoyment of a wide variety of experiences.

It is important that schools offer a balanced arts program that includes all the arts. Within this framework, each of the arts can be studied in depth, and aspects of the study of each art can also be integrated with the study of the other arts and other curriculum areas. Through study of all the arts, students can learn to see the interrelationships among the different arts.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

Specific learning outcomes in the Arts program area are organized under the following four broad topics:

- Understanding Form in the Arts
- Exploring Meaning in the Arts
- Understanding the Function of the Arts
- Experiencing the Creative Process in the Arts

from The Common Curriculum: Policies & Outcomes Gr 1-9

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– explain how a number of aspects of a work of art function together to make a meaningful whole (*e.g., explain how the tempo, rhythm, and melody work together to express a mood in a musical selection; how space, language, tone, and gesture are used to convey a point of view in a role drama*); 8b 8c	– analyse a work of art to determine how specific aspects of it contribute to its overall effectiveness (*e.g., analyse a dance composition to determine how ideas and feelings are conveyed by the use of space, shape, level, energy, and movement pattern*); 8b 8c
– identify a variety of styles, techniques, and media in works of art (*e.g., realist, naturalist, expressionist, abstract, and non-objective styles in the visual arts; ballet and jazz, folk, and modern dance; repetition and contrast in reggae or rap, or in a musical or dance composition in ABA form*); 1b 8b	– analyse their own works and the works of others to determine the impact of decisions about style, techniques, and media (*e.g., discuss the reasons for their own decisions and evaluate the effects of these decisions on the form of their finished work; identify decisions made in works by their peers and professional artists, and explain how these affect the work*); 1b 2d 6b 8c 8d
– identify differences among works of art used for similar purposes in a variety of cultures (*e.g., works for celebrations: the "Green Corn Dance" of the Six Nations; the traditional dances of early European settlers; music for weddings, parades, religious festivals*); 4c 8b	– suggest factors that might have influenced the development of unique art forms in diverse cultures (*e.g., available materials; dominant beliefs, conventions, traditions*); 2a 5b
– identify and give examples of aesthetic qualities in the world around them (*e.g., make rubbings to record the textures of a variety of surfaces; record on tape the patterns of sound in a forest or city; draw patterns observed in plant forms; write about or paint the "tonal colour" produced by musical instruments*); 8a 8b	– use their artistic skills and aesthetic judgement in other school activities (*e.g., create effective displays; use their knowledge of artistic form and media when organizing and presenting a project; select, create, arrange, and/or perform music to enhance an event*); 6a 8a 8c
– explain how technology can affect the ways and places in which artists work, as well as the art works themselves (*e.g., with the use of electronic media, such as the synthesizer, much contemporary music is composed and performed differently from earlier music, and also sounds different; film and videotape enable us to preserve and study dance and drama performances*); 2a 3c 7b 7d	– assess the effect of past and present technological advances on artists, their work, and the places in which they work (*e.g., the responses of composers and performers to various changes to musical instruments; the influence of photography and electronic image-making on design in visual arts, drama, dance; the making of rock videos*); 2a 3c 7b 7d

- describe aesthetic qualities of things they perceive in the world around them (*e.g., harmony, balance, variety, unity, and rhythm perceived in everyday sights, sounds, shapes, textures*); 4a 8b

- analyse the ways in which different works of art speak to the senses and evoke responses (*e.g., identify aesthetic qualities in visual images, sounds, scents, shapes, and textures that evoke particular feelings and ideas*); 2a 8b 8d

- identify aspects of each of the arts that are unique to those arts (*e.g., media and techniques that are used in a specific art form*). 1b 4a

- explain what the arts have in common (*e.g., use of pattern, contrast, principles of composition*). 4a 8b

Exploring Meaning in the Arts

By the end of Grade 6, students will also:

- communicate a personal and critical response to works of art (*e.g., explain why they like specific works*); 1c 8c 8d

- offer evidence that works of art can communicate ideas and reflect social, political, and cultural conditions (*e.g., give examples of works that arouse specific emotions or sympathies, or that reinforce or challenge various values or beliefs or such forms of discrimination as racism or antisemitism*); 1a 4a 8d

- identify and describe similarities and differences in style among works of art from a variety of countries, cultures, and historical periods (*e.g., compare images of horses in prehistoric cave paintings with those in Chinese scrolls; compare landscapes by French impressionists with those by Canada's Group of Seven*); 1b 4c

- identify various art materials and media that are used to convey messages in advertisements and other forms of commercial art (*e.g., music, visual images, movement, videotape, paint*). 1c 4a

By the end of Grade 9, students will also:

- describe their sensory, emotional, and intellectual responses to works of art, and explain how these responses contribute to their understanding of the works; 1c 8d

- identify and describe ways in which specific works of art can affect people's attitudes to social, political, and cultural conditions, and can influence their actions (*e.g., describe how devices such as imagery and contrast evoke a variety of responses, such as sympathy, outrage, surprise*); 1c 4a 8c

- identify and describe aspects of style that are unique to works of art from a variety of countries, cultures, and historical periods (*e.g., stylized animal images in totems of Canadian Northwest Coast indigenous people; jazz music from the southern United States; Gregorian chants from medieval Europe*); 1b 4c 5b

- explain how a variety of art materials and media convey meaning in various forms of commercial art (*e.g., describe how images are presented in advertisements to achieve a specific effect; explain how some messages are conveyed directly and some are implied; identify biases and their impacts; identify the groups whose values are represented*). 1c 2a 4a

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– describe ways in which works of art can affect people's behaviour (*e.g., identify ways in which the form, content, or style of a given work might arouse people's concern about a social or an environmental issue and inspire them to act*); 1c 4d 8d	– explain how creating, studying, and appreciating works of art can enrich people's lives (*e.g., by increasing people's technical skill and understanding of how works are produced; by helping them develop self-awareness and insight into the human condition; by providing satisfaction and enjoyment*); 7c 8c 8d 10a 10b
– use skills developed through experiences in the arts in other program areas (*e.g., use observation and drawing skills in the study of plant and animal forms or the design of a machine*) and describe the benefits gained from developing skills in the arts; 7a 7c 8d 10a 10c	– use knowledge and skills developed in arts activities to explore, create, and communicate in many curriculum areas (*e.g., gain insights into historical events from a variety of perspectives through working in role in drama; draw on skills in dance to demonstrate scientific concepts, such as the conservation of energy; use musical instruments to explore the physics of sound*); 2a 8c
– identify places in other communities where they can learn about and experience the arts of a wide variety of cultures (*e.g., arts centres, galleries, arts businesses, cultural centres in provincial parks*), and explain why certain types of behaviour are appropriate at such places; 2c 4c 5a 6a	– know how to make use of arts facilities and services (*e.g., find an appropriate place for a school concert; invite an artist to visit the classroom*), and explain the benefits of observing some conventions of audience behaviour (*e.g., gaining knowledge about a production by reading the program beforehand; talking with the artist at the opening of an exhibition*); 2c 5a 6a
– identify skills that enable them and others to contribute to the cultural life of their community (*e.g., skills in organizing or performing*); 7a 10c	– use their knowledge and skills in the arts to contribute to the cultural life of their community; 1d 6a 8c
– identify and describe occupations in the arts and in related areas (*e.g., toy designer, illustrator, composer, conductor, dancer, actor, director, set or costume designer, sound technician, teacher, interior decorator, landscaper*); 7b 7d	– assess their own potential for a career in which they would use artistic abilities, and plan for future studies (*e.g., evaluate their strengths and interests, and select the most appropriate courses to develop these further; identify assumptions about occupations in the arts, including stereotypes*); 7a 7b 7c 10a
– give examples of works of art that represent and reflect specific cultural traditions	– give examples of Canadian works of art that shape our sense of cultural identity

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– identify problems such as stereotyping and prejudice presented in specific works of art (*e.g., representations of gender roles, races, cultures, occupations, and lifestyles*); 1c 4d 8d	– analyse and assess the effects of specific works of art that raise questions about stereotyping and prejudice (*e.g., discuss the effect of such works on their own and others' values, beliefs, and behaviour*); 1c 4d 8d
– explain the reasons for their ideas and opinions about the arts, show respect for others' ideas, and use problem-solving skills in creating and presenting works of art; 2a 5a 6a 10b	– demonstrate self-knowledge in participating in arts activities, as well as the ability to reflect on others' views expressed in their art works and in their responses to art; 6a 10b
– identify aspects of their own and others' art works that contribute to the effectiveness of the works	– identify a wide range of skills and personal qualities used in creating and appreciating works of art

Experiencing the Creative Process in the Arts

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– produce and perform works of art, using the forms, materials, and skills appropriate to the different arts; 1d 2a 3a 8c	– select appropriate materials and use them effectively to produce or perform works in the arts (*e.g., use heavily textured clay to model a porcupine, or wire to express the grace of a deer*); 1d 2a 3a 8c
– use techniques specific to each of the arts to express ideas and feelings (*e.g., explore different themes, such as "peace", "friendship", or "conflict", through instrumental music, songs, spoken texts, or visual imagery*); 1b 8c	– select and use appropriate techniques to communicate in the arts through polished work; 1d 8c
– translate various kinds of symbols (*e.g., musical notation, computer graphics*) into sounds; 1b	– translate sounds into symbols and symbols into sounds; 1b
– follow the conventions of performance and presentation in organizing classroom productions and exhibitions (*e.g., develop appropriate stage sets; organize events so that they flow smoothly*); 1b 1d 8c	– use the conventions of performance and presentation effectively when planning, organizing, presenting, and evaluating productions and exhibitions (*e.g., locate and reserve facilities, publicize the events, write reviews*); 1a 1b 1d 8c 10a
– demonstrate awareness that the body must be properly cared for so that they can maintain the level of fitness needed for participation in arts activities; 9c 10c	– treat the body with care and respect (*e.g., do warm-up and stretching exercises before practices, rehearsals, and performances, and cool down afterwards; develop relaxation routines*); 9c

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– use various types of technology in creative activities in the arts (*e.g., create computer graphics and animation; devise simple lighting arrangements or projections to enhance dance or drama works; use sound tracks produced by themselves or their group*); 2a 3a 8c	– use technology to plan and produce works in the different arts (*e.g., use computer programs, electronic instrumentation, and recording equipment to compose, notate, perform, and record music; create video or film documentaries; use conventional or computer technology to create animation*); 1d 2a 3a 8c
– use and store tools and materials properly and safely in arts activities (*e.g., use appropriate techniques in applying liquid media, assembling constructions, and handling musical instruments*); 3b 9b 9c	– use, maintain, and store the materials, tools, and equipment used in each of the arts with care and attention to safety; 3b 9b 9c
– create art works (*e.g., theme music, tableaux, dance sequences, photo montages*) that express their thoughts on environmental issues; 1d 2a 6d	– create more complex art works that explore environmental concerns in greater depth (*e.g., create a painting, a dance drama, a picture book, a multi-media production*); 1d 2a 6d 8c
– explore their own and others' personal and cultural experiences in their art works (*e.g., create a mural that shows celebrations from a variety of cultures; use stories from many cultures as bases for dance compositions, mime sequences, or songs*). 4c 5b	– identify material from many cultures that is relevant to their own experience and incorporate aspects of it in their art works (*e.g., use melodic or rhythmic patterns adapted from the music or dance of various cultures in their compositions; design costumes modelled on those from a particular period in the history of another country*).

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– use various types of technology in creative activities in the arts (*e.g., create computer graphics and animation; devise simple lighting arrangements or projections to enhance dance or drama works; use sound tracks produced by themselves or their group*); 2a 3a 8c	– use technology to plan and produce works in the different arts (*e.g., use computer programs, electronic instrumentation, and recording equipment to compose, notate, perform, and record music; create video or film documentaries; use conventional or computer technology to create animation*); 1d 2a 3a 8c
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By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– identify problems such as stereotyping and prejudice presented in specific works of art (*e.g., representations of gender roles, races, cultures, occupations, and lifestyles*); 1c 4d 8d	– analyse and assess the effects of specific works of art that raise questions about stereotyping and prejudice (*e.g., discuss the effect of such works on their own and others' values, beliefs, and behaviour*); 1c 4d 8d
– explain the reasons for their ideas and opinions about the arts, show respect for others' ideas, and use problem-solving skills in creating and presenting works of art; 2a 5a 6a 10b	– demonstrate self-knowledge in participating in arts activities, as well as the ability to reflect on others' views expressed in their art works and in their responses to art; 6a 10b
– identify aspects of their own and others' art works that contribute to the effectiveness of the works	– identify a wide range of skills and personal qualities used in creating and appreciating works of art

Experiencing the Creative Process in the Arts

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– produce and perform works of art, using the forms, materials, and skills appropriate to the different arts; 1d 2a 3a 8c	– select appropriate materials and use them effectively to produce or perform works in the arts (*e.g., use heavily textured clay to model a porcupine, or wire to express the grace of a deer*); 1d 2a 3a 8c
– use techniques specific to each of the arts to express ideas and feelings (*e.g., explore different themes, such as "peace", "friendship", or "conflict", through instrumental music, songs, spoken texts, or visual imagery*); 1b 8c	– select and use appropriate techniques to communicate in the arts through polished work; 1d 8c
– translate various kinds of symbols (*e.g., musical notation, computer graphics*) into sounds; 1b	– translate sounds into symbols and symbols into sounds; 1b
– follow the conventions of performance and presentation in organizing classroom productions and exhibitions (*e.g., develop appropriate stage sets; organize events so that they flow smoothly*); 1b 1d 8c	– use the conventions of performance and presentation effectively when planning, organizing, presenting, and evaluating productions and exhibitions (*e.g., locate and reserve facilities, publicize the events, write reviews*); 1a 1b 1d 8c 10a
– demonstrate awareness that the body must be properly cared for so that they can maintain the level of fitness needed for participation in arts activities; 8c 10c	– treat the body with care and respect (*e.g., do warm-up and stretching exercises before practices, rehearsals, and performances, and cool down afterwards; develop relaxation routines*); 8c

PROGRAM COSTING/POTENTIAL SAVINGS: ELIMINATION OF MUSIC

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(23 FTE) delivering the program	$1,438,867	
	Teachers	(23 FTE) with the least seniority		$0
Note 2	**E.A.'s**	(0 FTE) assigned	$0	
	E.A.'s	(0 FTE) with the least seniority		$0
Note 3	**Project Team Leader**		$0	$0
	TRAVEL ALLOWANCE		$0	$0
	PERSONNEL TRAINING		$345	$345
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks New/Replacement Eqt.		$100,000	$100,000
	TRANSPORTATION		$0	$0
Note 4	**CARETAKING**		$47,520	$47,520
		TOTAL	**$1,586,732**	**$147,865**

Note 5	**Estimated One Time Severance Payout**	$0

REVENUES:

	Tuition & Fees	$0
Note 6	Grants	$2,297,297
	Total 1995 Grants, Tuition & Fees	**$2,297,297**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$2,297,297
	Total 1996 Estimated Grants, Tuition & Fees	**$2,297,297**

SUMMARY:

Note 7	**1995 - Grant of $2,297,297 - Expenditures of $1,586,732 =**	**$710,565**
	1996 Estimated Grant of $2,297,297 - Expenditures of $1,586,732 =	**$710,565**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Music)	
	Potential Savings	$59,146
Note 8	Loss of Grant	$0
	One Time Severance Pay Out	$0
	Estimated Net Savings	**$59,146**
	1997 (Elimination of Music)	
	Potential Savings	$147,865
	Loss of Grant	$0
	Estimated Net Savings	**$147,865**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations on the previous page of this report.

1/ In the event that Instrumental Music were eliminated from the elementary program, it is estimated that there would be $0 savings in salaries and benefits to teachers. The elimination of this program would not decrease the number of students on the roll in any individual school. Since the staffing formula assigns teachers in relationship to total school student enrolment, the elimination of the Instrumental Music program would result in the same total number of teachers being assigned to a school, with only the specific teacher assignments being altered.

2/ As a general rule, there are no Educational Assistants assigned specifically to the Instrumental Music classes. In order to determine the degree of Educational Assistant involvement supporting students in their Instrumental Music program, it would be necessary to examine the details of each Educational Assistant assignment. Since Instrumental Music is assigned only 7.5 % of the total instructional time per week, any estimates of savings related to the elimination of Educational Assistants positions would be minimal.

3/ No Project Team Leader has assigned within his/her duties, direct responsibilities for the Instrumental Music program.

4/ The caretaking savings that are reported would only be realized if no alternative instructional use were made of the Instrumental Music classrooms.

5/ Since the elimination of the Instrumental Music program will not automatically reduce the total elementary teacher complement, $0 cost is reported on the severance payout line.

6/ There is no specific grant received from the Ministry of Education & Training to support the Instrumental Music program in elementary schools. There is a basic per pupil grant of $4,168 received to support the total instructional program for each elementary student. The grant reported is a calculation based on the number of pupils in grades 6, 7 and 8 x percentage of the basic per pupil grant equal to the percentage of total school instructional time assigned to Instrumental Music. (ie. 7,349 x 7.5% of $4,168 = $2,297,297)

7/ The grants received from the Ministry of Education & Training exceed the expenditures related to the Instrumental Music program by $817,147.

8/ Since there is no specific grant to support the Instrumental Music program and the funds used for this purpose are taken from the basic per pupil grant, the elimination of the Instrumental Music program would result in $0 reduction in the basic per pupil grant.

ADDITIONAL ALTERNATIVES

1/ Amend the present elementary staffing formula to remove from the calculation a pre-determined FTE for the Instrumental Music program. Allow the Principal and staff in consultation with the parents, to determine whether or not this non-mandated program will be included in the curriculum of that particular school and if offered what FTE will be assigned.

The staffing assignments in each school under the amended formula shall satisfy the following criteria:

- The school program is organized in such a way that all students have an opportunity to address all learning outcomes

- Staffing complies with the teacher qualifications and PTR requirements for self-contained Special Education classes as stated in the Education Act and Regulations

- Staffing complies with the collective agreement

- The school organizational plan shall be approved by the Superintendents of Schools or designate.

This alternative will realize a reduction in salaries and benefits equal to 1 FTE but since the program may continue to be delivered, there would be no related savings realized in supplies and services.

2/ Offering the Instrumental Music program to grade 7 and 8 students only thereby realizing minimal savings in the supplies and services expenditures.

3/ Offering an alternative music education program that enables students to address the related outcomes from The Common Curriculum: Policies & Outcomes Grades 1-9 without the inclusion of music instruments

4/ Offering Instrumental Music as part of the regular day school program, charging a user fee equal to the supplies & services expenditure divided by the number of students who wish to be involved in the program.

Since the Instrumental Music program is non-mandated the introduction of a user fee will likely result in a number of students in any school opting out of this program. This will result in some students in each school being involved in Instrumental Music while others are not, thereby requiring principals to organize classes in each grade with this difference as a determining factor. The ability to offer a program on this basis will be dependent on a staff member being assigned to each school with the qualifications to teach Instrumental Music, as well as at least one other subject.

This option would enable the Board to recover some part of the supplies & services expenditure of approximately $100,000.

5/ Offering Instrumental Music as a co-curricular activity outside the regular instructional day similar to the Strings program, charging a user fee equal to the supplies & services expenditure divided by the number of students who wish to be involved in the program.

The ability to offer a program on this co-curricular basis will be dependent on a staff member being assigned to each school with the qualifications to provide an Instrumental Music program.

DESIGN & TECHNOLOGY IN ELEMENTARY SCHOOLS

The Technological Studies program is a non-mandated program involving 7,349 students in grades 6, 7 and 8. The program is based on the Ministry of Education and Training Curriculum Guideline, entitled Technological Studies, Intermediate and Senior Divisions, 1985. The program serves as a vehicle by which students have the opportunity to address the Technology outcomes as delineated in The Common Curriculum: Policies and Outcomes - Grades 1 to 9.

Excerpts from the Curriculum Guideline and from the Mathematics, Science and Technology section of the Common Curriculum: Policies and Outcomes - Grades 1 to 9 have been included in this package.

Introduction

The growing importance of information technology to business and industry means that students who participate in technological studies today require different types of skills and knowledge than students did in the past. The need for skills in the trades and service occupations continues, but there is a greater demand for knowledge and skills related to new technologies. Therefore, technological studies should prepare students for employment and postsecondary education at the same time as it provides them with a basic understanding of modern technology. The accelerated pace of change in contemporary life also requires students to develop a wide range of basic learning and job skills and the positive attitudes and feelings of self-worth that will allow them to adapt readily to changing employment requirements. These needs should be reflected in courses developed from these guidelines.

The Aims of Technological Studies

The following aims relate to the general goals of education for Ontario and focus specifically on the areas of learning associated with technological studies.

In technological studies courses, students shall be given opportunities to:

1. develop the following understandings and attitudes:

- a respect for and co-operation with co-workers and supervisors in a simulated employment setting;
- an awareness and practice of good safety habits through regular use of safety equipment and accident-prevention techniques in a practical work setting;
- a commitment to the responsible use and conservation of the sources of energy that provide the motive power for sustaining a technological society;
- an appreciation of the relationship between technological changes and the quality of life;
- an awareness of the nature and frequency of technological changes that affect career plans and the ability to adapt to these changes in an intelligent manner;
- an appreciation of the aesthetic component of design in addition to the basic functional component;
- an appreciation of the pride and satisfaction that may be found in quality craft work through practical project exercises;
- an awareness of the quality of goods and services through knowledge of processes and products, so that students may become educated consumers;

2. develop the following kinds of technological skills and knowledge:

- the ability to analyse and solve problems and to plan and perform tasks logically and effectively;

3. *Ontario Schools, Intermediate and Senior Divisions, 1984*, pp. 3–4.

- a capacity for clear and creative thinking and for inventiveness in the design and production of practical projects;
- the ability to produce, maintain, and repair objects of value through the development of competence in the use of hand tools, power tools, and machines related to home maintenance as well as to technological fields of interest;
- the ability to use the correct terminology and language in identifying machine parts and describing processes;
- personal and social skills that contribute to self-reliance and positive attitudes. Students should learn to organize their time effectively; to develop a routine for maintaining clean and neat work stations; to become accountable for identifying and storing small hand tools; and to become aware of personal strengths through exploration and involvement in various technological fields;

3. prepare for entering:

- employment, with marketable technological skills and knowledge;
- service occupations, through exploration of various technological fields and possible concentration in a field of the student's choice;
- apprenticeship and trades, through mastery of a specific field of technology;
- further education, through mastery of specific fields of technology.

Major Issues

In order to meet the stated goals and aims, school boards must consider a number of issues that will affect the direction of technological studies in their jurisdictions.

Changing Emphases of Technological Studies

Technological studies have traditionally met the following needs: the provision of introductory skills and knowledge for the trades; preparation for postsecondary education and training; the development of personal and employment-related skills; the development of technical literacy; the heightening of aesthetic appreciation; and the development of problem-solving skills. All of these needs are currently being met to varying degrees by programs offered in industrial arts, occupational/vocational, and technical courses. Although these needs will not change dramatically in the near future, the emphasis or focus of many courses must change to suit changing technologies.

Business and industry has been making increasing use of computers, robotics, lasers, synthetic materials, and micro-electronics. Training in specialized skills and subjects is still an appropriate objective, but students also need to become much more aware of the interrelationships among the various disciplines of technological studies and to acquire a good understanding of applied mathematics and science. It is thus particularly important that advanced-level courses focus on changing technologies because in these courses students receive basic preparation for university or other postsecondary studies.

Mathematics, Science, and Technology

Mathematics, science, and technology are related disciplines that enable us to understand and live in harmony with the natural world and to contribute to the responsible development of the human-made world. Programs developed from the specific learning outcomes in this area will help students to see the many connections among mathematics, science, and technology, particularly as they are applied in everyday life. Connections can also be made with other program areas.

In technological education, students develop the ability to use a variety of methods and processes to solve problems. They develop skills in design and fabrication and the use of tools (including the computer), acquire understanding of various technological systems such as manufacturing and agriculture, and learn to evaluate the impact of technology on people and the environment.

Technological education is important for learning in many subject areas and is appropriate at all grade levels. Younger students learn about technology by exploring through play. In later grades, students use technology to solve problems. Activities should involve real-life applications in all subject areas.

One of the purposes of the Common Curriculum is to enable students to make informed career decisions. This is particularly important in the fields of mathematics, science, and technology, in which women and some racial and ethnocultural groups have not traditionally been encouraged to take an interest. As a result of their studies in this program area, all students will be aware of the work and career opportunities in mathematics, science, and technology, and will be able to assess these opportunities in relation to their own abilities and to develop strategies to counter occupational stereotypes. Students will also become familiar with the changes the new technologies have brought about in the workplace, both through their studies and through opportunities to observe people at work in the community.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

Specific learning outcomes in the Mathematics, Science, and Technology program area are organized under the following five broad topics:

- Models, Theories, and Fundamentals
- Systems, Structures, and Their Functions
- Interrelationships and Change
- Inquiring, Reasoning, and Reporting
- Perspectives

From The Common Curriculum: Policies + Outcomes Gr 1-9

Models, Theories, and Fundamentals

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– investigate the relationship between the form, shape, colour, texture, strength, and structure of a thing and its function/purpose (*e.g., determine features of a bridge that give it strength, features of living things that enable them to survive in particular habitats*); 1b 2b 8a	– describe the properties of living and non-living things and relate them to form and function in natural and human-made environments (*e.g., compare the physical and chemical properties of matter, the functional and aesthetic qualities of objects, various classification systems; explain why natural and synthetic materials are used for different purposes*); 1b 2b 4a 8b
– use tools and materials in investigating and explaining natural and human-made phenomena (*e.g., design and build structures, using mathematical principles such as symmetry and patterning; identify unknown substances, using appropriate tools and techniques*); 1b 2b 3a 4a 8b	– use a broad range of ideas, skills, materials, and equipment in conducting investigations and completing design projects (*e.g., in designing packaging for a product; in testing a product; in investigating cell theory or energy use*); 1b 2b 3a
– select appropriate calculation methods (*e.g., mental calculation, use of a calculator, pencil-and-paper computations, manipulation of concrete materials*) to solve problems with whole numbers, fractions, and decimals; 1a 2a 3a	– evaluate the effectiveness of various calculation methods (*e.g., mental calculation, estimation, use of a calculator or computer*) for solving different types of problems; 1a 2a 2d

Systems, Structures, and Their Functions

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– analyse familiar products, processes, and systems, and explain how the design has been determined by the function (*e.g., an automobile, the postal system, packaging for different products*); 2a 3a	– analyse the designs of various products, processes, and systems, assess how effectively these products, processes, and systems function and how aesthetically appealing they are, and suggest ways to improve them (*e.g., the relationship between types of clothing produced and climate; the processing of dairy products; the functioning and efficiency of a local transportation system*); 2a 3c 8b 8c
– safely use tools, equipment, and materials in designing and building structures, mechanisms, and systems that include control devices (*e.g., design and build model gliders of different materials and with different wing structures; design and build working models of a drawbridge, hoist, weather vane, thermostat, lift lock*); 3a 3b	– safely use a variety of materials and industrial-type tools and equipment (*e.g., power saws, lathes, robotic components, computer-assisted design programs*) in designing, building, and testing products, structures, and systems that incorporate control devices for safe and efficient operation (*e.g., produce small engines, pumps, smoke sensors; use concepts of force, stress, tension to test the strength of a model bridge*); 3a 3b

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– use different materials to build structures, mechanisms, and systems that require a variety of fabrication techniques (*e.g., conveyor systems, lift bridges, computer-controlled models*); 3a 3b	– from a range of materials and fabrication strategies, select and use appropriate ones to produce a specific product (*e.g., consider requirements for strength, lightness, appearance, and insulation in determining shapes*); 1b 2a 3a 3b
– design and build devices that use different sources of energy, and compare and assess how efficiently they function and use energy (*e.g., build water wheels, windmills; compare and assess the amount and cost of fuel consumed by different devices*); 2a 3a 3b	– design, build, test, and evaluate devices that use different sources of energy, and suggest alternative sources of energy (*e.g., experiment with solar, wind, and water power; evaluate the efficiency of simple machines*); 2a 3a 3b

terrelationships and Change

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– investigate the influence of technologies on human and natural communities (*e.g., technologies used in agriculture, communications, transportation, diverse occupations in developing countries*); 2c 3c 4d 7b 7d 9d	– assess some of the effects of technologies on environments and societies, indicate whether these effects are positive or negative, describe related ethical issues, and predict the consequences of the continued use of these technologies (*e.g., technologies used in fishing, mining, the production of hydroelectric power, the production of food, genetic engineering, energy conservation*); 2c 3c 4c 7b 7d 9d
– use different methods of inquiry to solve a variety of problems in mathematics, science, and technology; 1b 2a 2b 4a	– use a variety of methods of inquiry, including methods they have designed themselves, and evaluate their effectiveness in solving various problems (*e.g., in designing and fabricating a product, in investigating factors that affect cell function*); 1b 2a 2b 2d 4a
– investigate phenomena in their immediate environment and beyond and communicate their findings, working both alone and with others (*e.g., do a field study on the effects of television on buying habits; explore ways to improve the design of a particular tool*); 1b 1d 2b 2c 3a 5a	– use a variety of methods, technical devices, and processes to conduct inquiries at regional and global levels and to communicate their findings, working both alone and with others (*e.g., consult books, journals, and electronic databases*); 1b 1d 3a 10c
– use a variety of technologies to gather, analyse, interpret, evaluate, and display data (*e.g., computer graphing programs, multi-media presentations, photographs, videotapes*); 1d 3a	– gather information from various sources, make decisions based on the information, and communicate the decisions, using appropriate methods

Perspectives

By the end of Grade 6, students will also:

- work willingly alone or with others, as required by the project (*e.g., develop agreed-upon rules of group conduct*); 5a 5b 5c 6a 6b

By the end of Grade 9, students will also:

- explain why collaboration is important to the advancement of knowledge (*e.g., give examples from history of the advancement of ideas through teamwork*); 5a 5b 5c 6a

PROG[illegible] COSTING/POTENTIAL SAVINGS: DESIGN & TECHNOLOGY

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(20.8 FTE) delivering the program	$1,422,732	
	Teachers	(10.4 FTE) with the least seniority		$473,947
Note 2	**E.A.'s**	(0 FTE) assigned to students in Design & Technology	$0	$0
	E.A.'s	(0 FTE) with the least seniority	$0	$0
Note 3	**Project Team Leader**		$0	$0
	TRAVEL ALLOWANCE		$0	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$310	$155
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks New/Replacement Eqt.		$110,000	$110,000
Note 4	**TRANSPORTATION**		$12,500	
				$12,500
Note 5	**CARETAKING**		$70,560	$70,560
		TOTAL	**$1,616,102**	**$667,162**

Note 6	**Estimated One Time Severance Payout**	$0

REVENUES:

	1995 Tuition & Fees	$0
Note 7	Grants	$2,297,297
	Total 1995 Grants, Tuition & Fees	**$2,297,297**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$2,297,297
	Total 1996 Estimated Grants, Tuition & Fees	**$2,297,297**

SUMMARY:

Note 8	**1995 - Grant of $2,297,297 - Expenditures of $1,616,102 =**	**$681,195**
	1996 Estimated Grant of - $2,297,297 - Expenditures of $1,616,102	**$681,195**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Design & Technology)	
	Potential Savings	$266,865
Note 9	Loss of Grant	$0
	One Time Severance Pay Out	$0
	Estimated Net Savings	**$266,865**
	1997 (Elimination of Design & Technology)	
	Potential Savings	$667,162
	Loss of Grant	$0
	Estimated Net Savings	**$667,162**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations that appear on the previous page of this report.

1/ In the event that Design & Technology were eliminated from the elementary program, it is estimated that there would be $438,840 savings in salaries and benefits to teachers. Although the elimination of this program would not decrease the number of students on the roll in any individual school, since the present staffing formula establishes Design & Technology classes with a PTR of .5 of that of other classes, the elimination of the Design & Technology program would result in a reduction of 10.1 FTE despite the fact that the overall school enrolment remains as it is.

2/ As a general rule there are no Educational Assistants assigned to the Design & Technology classes. In order to determine the degree of Educational Assistant involvement supporting students in their Design & Technology program, it would be necessary to examine the details of each Educational Assistant assignment. Since Design & Technology is assigned only 7.5 % of the total instructional time per week, any estimates of savings related to the elimination of Educational Assistants positions would be minimal.

3/ No Project Team Leader has assigned within his/her duties direct responsibilities for the Technological Studies programs.

4/ At present, students at Adelaide Hoodless School taking Family Studies and Design & Technology are transported to Prince of Wales or Memorial to receive this instruction. The total estimated transportation costs related to these programs is $25,000, therefore the elimination of Design & Technology at Adelaide Hoodless would realize a savings of $12,500.

5/ The caretaking savings that are reported would only be realized if no alternative instructional use were made of the Design & Technology classrooms.

6 The elimination of the Design & Technology program will reduce the total elementary teacher complement by 10.4 FTE of the teachers with the least seniority. These teachers would not be entitled to a severance payout.

7 There is no specific grant received from the Ministry of Education & Training to support the Design & Technology program in elementary schools. There is a basic per pupil grant of $4,168 received to support the total instructional program for each elementary student. The grant reported is a calculation based on the number of pupils in grades 6, 7 and 8 x percentage of the basic per pupil grant equal to the percentage of total school instructional time assigned to Design & Technology. (ie. 7,349 x 7.5% of $4,168 = $2,297,297)

8/ The grants received from the Ministry of Education & Training exceed the expenditures related to the Design & Technology program by $786,582.

9/ Since there is no specific grant to support the Design & Technology program and the funds used for this purpose are taken from the basic per pupil grant, the elimination of the Design Technology program would result in $0 reduction in the basic per pupil grant.

ADDITIONAL ALTERNATIVES

1/ Amend the present elementary staffing to remove from the calculation a pre-determined FTE for the Design & Technology program. Allow the Principal and staff in consultation with the parents, to determine whether or not this non-mandated program will be included in the curriculum of that particular school and if offered what FTE will be assigned.

The staffing assignments in each school under the amended formula shall satisfy the following criteria:

- The school program is organized in such a way that all students have an opportunity to address all learning outcomes

- Staffing complies with the teacher qualifications and PTR requirements for self-contained Special Education classes as stated in the Education Act and Regulations

- Staffing complies with the collective agreement

-The school organizational plan shall be approved by the Superintendents of Schools or designate

This alternative will realize a reduction in salaries and benefits equal to 1 FTE but since the program may continue to be delivered, there would be no related savings realized in supplies and services.

2/ Offering the Design & Technology program to grade 7 and 8 students only, thereby realizing minimal savings in the supplies and services expenditures.

3/ Offering an alternative Design & Technology education program that enables students to address the related outcomes from The Common Curriculum: Policies & Outcomes Grades 1-9.

4/ Offer the Design & Technology program as part of the regular day school program, charging a user fee equal to the supplies and services expenditure, divided by the number of students who are enrolled in the program.

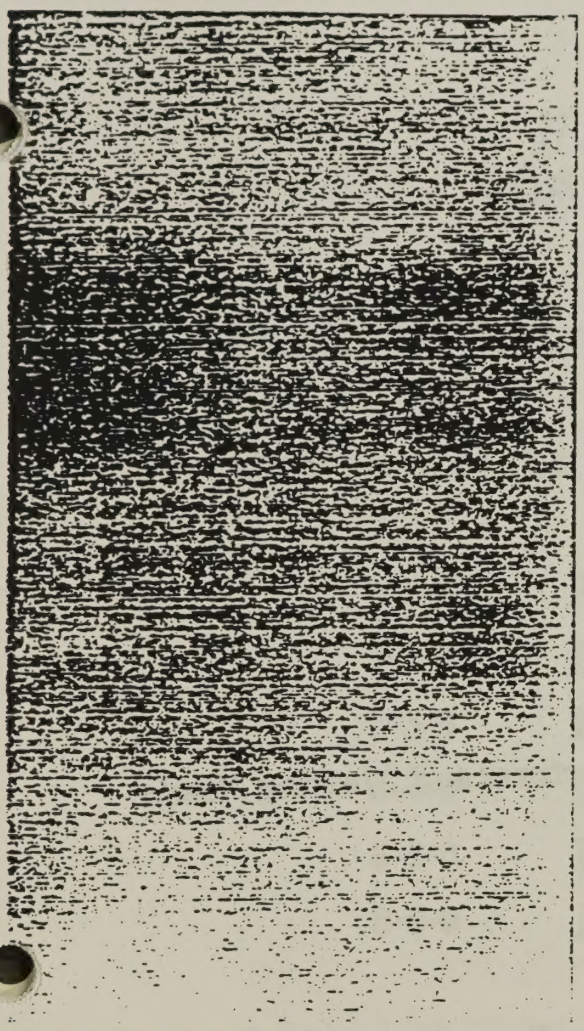
5/ Amend the present elementary staffing formula to staff Design & Technology classes at the same PTR as other classes in an elementary school. The viability of this alternative is dependent on the results of assessment of square footage in each Family Studies classroom to ensure that "whole classes" can be accommodated. This alternative may also require modification of the existing Family Studies program.

FAMILY STUDIES IN ELEMENTARY SCHOOLS

The Family Studies program is a non-mandated program involving 7,349 students in grades 6, 7 and 8. The program is based on the Ministry of Education and Training Curriculum Guideline, entitled Family Studies, Intermediate and Senior Divisions and OAC, 1987. The program serves as a vehicle by which students have the opportunity to address the Personal & Social Studies: Self & Society outcomes as delineated in The Common Curriculum: Policies and Outcomes - Grades 1 to 9.

Excerpts from the Curriculum Guideline and from the Personal & Social Studies: Self & Society Outcomes section of the Common Curriculum: Policies and Outcomes - Grades 1 to 9 have been included in this package.

Families (Grade 7)



Rationale

All families assume a significant role in nurturing, educating, and socializing their members. As young people approach adolescence, they become increasingly aware of the importance of their families in their lives and of the variety of family structures and lifestyles that exist in the community. They also begin to explore the values underlying the personal decisions individuals make in relation to their families.

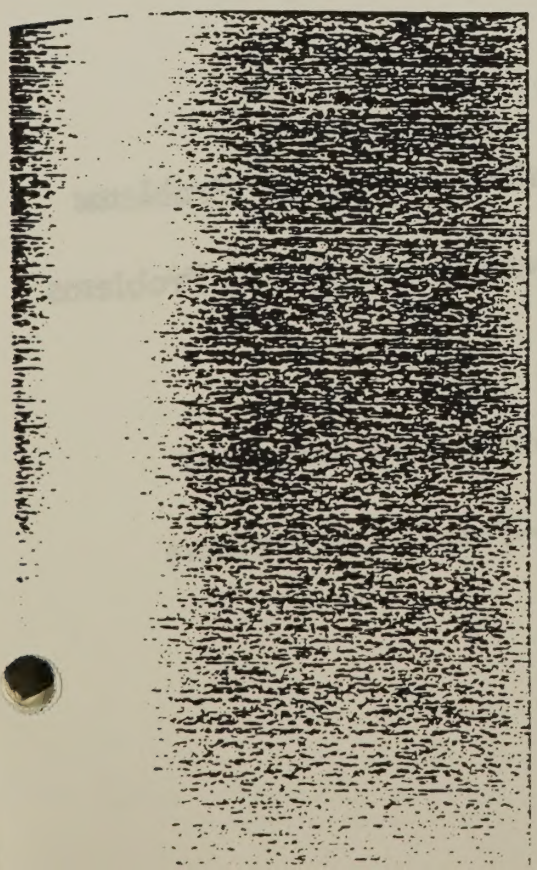
For these reasons, Grade 7 is an opportune time for students to survey family life in the past, predict the nature of families in the near future, and begin to appreciate the complex interaction of factors that affect their own day-to-day family life. This course is intended to enable students to gain insights into the nature, functions, and patterns of families in different times and places.

Structure of the Course

The course consists of the following units:
1. Families in Our Community (core unit)
2. Families in the Past (optional unit)
3. Families in the Future (optional unit)

Because of the wide variation in time allotted to family studies across the province, the core unit, "Families in Our Community", is designed to allow teachers to develop courses that address the goals of education and the aims of family studies (see Part A, sections 1.2 and 1.3). Where time, the community, and/or circumstances permit, the other two units may be included in whole or in part. "Families in the Past" may allow teachers to integrate the family studies program with the Grade 7 social science program. "Families in the Future" offers an exploratory and imaginative approach that could be developed for all students, but would present a particularly exciting and creative challenge to gifted students.

Family Environments (Grade 8)



Rationale

Any study of the family is concerned with the social, emotional, and physical environments in which its members develop and interact. Within these environments, the family studies program focuses specifically on the family and its interaction in the areas of parenting, economics in the family, housing, food, and clothing. The purpose of this course is to provide students with an introduction to some of the complex elements of family life and to explain, in part, its dynamic quality. It is important that the family remain the focal point of the course content of these five units.

Structure of the Course

This course consists of the following five core units:
1. Parenting
2. Economics in the Family
3. Housing
4. Food
5. Clothing

Courses based on this section of the family studies guideline must contain all of these units. Students are also expected to work towards the achievement of the goals of education and the aims of family studies (see Part A, sections 1.2 and 1.3) through the specific objectives and content of the units described below. The Grade 8 course will serve as an introduction to secondary school family studies courses.

Grade 7

Families in Our Community

Unit 1 Family Structures

Unit 2 Getting Along in Families

Unit 3 Celebrating in Families

Family Structures

7•1•1 Family Definitions, Structures and Meeting Needs

Getting Along in Families

7•2•1 Functions of Families

7•2•2 Family Roles

7•2•3 Power and Control

7•2•4 Abuse in Families (optional)

7•2•5 Communication Skills in Dealing with Family Problems

7•2•6 Decision Making Skills for Dealing with Family Problems

Celebrating in Families

7•3•1 Family Customs and Traditions in the Community

7•3•2 Families in Our Community—Family Celebrations

Grade 8

Family Environments

Family Environments: An Introduction

Overview of the Five Units

8-1-0	Family Environments
8-2-0	Food
8-3-0	Economics in the Family
8-4-0	Clothing
8-5-0	Housing
8-6-0	Parenting

Independent Studies

- Parenting
- Economics
- Housing
- Food
- Clothing

Personal and Social Studies: Self and Society

The Personal and Social Studies: Self and Society program area combines material from several traditional fields of study, including business studies, family studies, geography, guidance, history, and physical and health education. Aspects of these traditional subjects are also explored in the other program areas.

In this program area, students begin by examining their own interests, abilities, and needs. Important themes include their physical, emotional, and mental development, their relationships with family, peers, and other people, and the need to take responsibility for their own well-being and that of others. The focus then broadens to include study of their society and their possible roles in it, now and in the future. In examining various aspects of society, students learn about the achievements of people in the past and present, and investigate social, political, economic, and environmental systems. They also develop the skills and attitudes they will need to work with others and to live successfully in a technological age.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

Specific learning outcomes in the Personal and Social Studies: Self and Society program area are organized under the following four broad topics:

- Meaningful Participation: The Individual in Society
- Understanding Diversity and Valuing Equity
- Understanding Natural and Human-Made Systems
- Functioning in the Age of Information

from The Common Curriculum: Policies + Outcomes Gr 1-9

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– identify personal behaviour that is shaped by family values and beliefs and by the influence of peers (*e.g., describe peer pressure; develop a personal profile*); 5b 7a 9b	– analyse and illustrate the ways in which personal values are reflected in their decisions and sense of identity (*e.g., examine peer pressure and cultural and family influences*); 5b 7a 9a 9b 9c
– describe the benefits of good nutrition and apply nutritional knowledge in their personal lives (*e.g., identify such benefits as increased energy, extended life span; develop personal nutrition plans based on the foods eaten by their family*); 2c 4a 9c	– distinguish between healthy and unhealthy lifestyles and make choices that contribute to personal well-being (*e.g., compare a nutritious diet to a fad diet; contrast sensible eating habits to overeating or refusing food*); 2c 9a 9b 9c
– use a variety of learning strategies (*e.g., study, research, and organizing skills; skimming; mnemonic devices; peer tutoring*); 10a 10b 10c	– evaluate the effectiveness of a variety of learning strategies, using self-assessment as well as the assessments of teachers and peers; 10a 10b 10c
– apply a problem-solving model (*e.g., a conflict-resolution model*); 2a 2b 2c 2d	– evaluate the effectiveness of various problem-solving models in specific situations (*e.g., in examining career possibilities; in dealing with family and peers; in dealing with sexual and racial harassment*); 2a 2b 2c 2d 10c
– use a variety of social skills and describe their benefits (*e.g., working with others, exercising leadership*); 5a 5b 5c 6a 10a 10b	– use a variety of social skills as a regular part of daily life and assess their effectiveness; 2d 5a 5b 5c 10a 10b
– use a range of strategies to deal with harassment and with abusive or violent behaviour, and evaluate the effectiveness of the strategies (*e.g., peer mediation, preventative strategies*); 2a 2c 2d 4d 5c 9b 9c	– analyse various forms of violence to identify their sources and consequences (*e.g., victims of abuse may harass others, commit date rape or other types of sexual assault, or abuse their children; discrimination based on race, religion, gender, or sexual orientation may be a source of violence*); 2c 4d 5b 9c

Functioning in the Age of Information

By the end of Grade 6, students will also:

- take personal responsibility for organizing all their activities (*e.g., record due dates, meetings, homework assignments, special events in a daily planner*); 10a
- distinguish between opinion and fact; 1a 1b 2a
- use a variety of forms and media to communicate ideas and the results of research (*e.g., drama presentations, interviews, newscasts, commercials, audiotapes*); 1a 2b 3a 3b 10c
- identify and use different ways of deciding which product to buy (*e.g., determining the best price, most functional design; using information from consumer reports and from comparison shopping*); 2a 2b 2c

By the end of Grade 9, students will also:

- collect, record, and use information to complete daily assignments, keep track of their progress, and plan for the future; 10a 10b
- evaluate data from a variety of sources for relevance and bias; 1a 1b 2b
- use and assess a wide range of forms and media to report on research (*e.g., written reports, graphic displays, videos, photo essays*); 1d 2b 3a 10c
- identify and deal with a consumer problem (*e.g., lodge a complaint with the Better Business Bureau; examine and use the Consumer Protection Act*); 2a 2b 2c 6a

PROGRAM COSTING/POTENTIAL SAVINGS: FAMILY STUDIES

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(20.2 FTE) delivering the program	$1,289,582	
	Teachers	(10.1 FTE) with the least seniority		$460,317
Note 2	**E.A.'s**	(0 FTE) assigned to students in Family Studies	$0	$0
	E.A.'s	(0 FTE) with the least seniority	$0	$0
Note 3	**Project Team Leader**		$0	$0
	TRAVEL ALLOWANCE		$0	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$300	$150
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks New/Replacement Eqt.		$92,000	$92,000
Note 4	**TRANSPORTATION**		$12,500	
				$12,500
Note 5	**CARETAKING**		$38,104	$38,104
		TOTAL	**$1,432,486**	**$603,071**

Note 6	**Estimated One Time Severance Payout**	$0

REVENUES:

	1995 Tuition & Fees	$0
Note 7	Grants	$2,297,297
	Total 1995 Grants, Tuition & Fees	**$2,297,297**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$2,297,297
	Total 1996 Estimated Grants, Tuition & Fees	**$2,297,297**

SUMMARY:

Note 8	**1995 - Grant of $2,297,297 - Expenditures of $1,432,486 =**	**$864,811**
	1996 Estimated Grant of - $2,297,297 - Expenditures of $1,432,486	**$864,811**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Family Studies)	
	Potential Savings	$241,228
Note 9	Loss of Grant	$0
	One Time Severance Pay Out	$0
	Estimated Net Savings	**$241,228**
	1997 (Elimination of Family Studies)	
	Potential Savings	$603,071
	Loss of Grant	$0
	Estimated Net Savings	**$603,071**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations that appear on the previous page of this report.

1/ In the event that Family Studies were eliminated from the elementary program, it is estimated that there would be $426,220 savings in salaries and benefits to teachers. Although the elimination of this program would not decrease the number of students on the roll in any individual school, since the present staffing formula establishes Family Studies classes with a PTR of .5 that of other classes, the elimination of the Family Studies program would result in a reduction of 10.1 FTE despite the fact that the overall school enrolment remains as it is.

2/ As a general rule there are no Educational Assistants assigned to the Family Studies classes. In order to determine the degree of Educational Assistant involvement supporting students in their Family Studies program it would be necessary to examine the details of each Educational Assistant assignment. Since Family Studies is assigned only 7.5 % of the total instructional time per week, any estimates of savings related to the elimination of Educational Assistants positions would be minimal.

3/ No Project Team Leader has assigned within his/her duties direct responsibilities for the Family Studies program.

4/ At present students at Adelaide Hoodless School taking Family Studies and Design & Technology are transported to Prince of Wales or Memorial to receive this instruction. The total estimated transportation costs related to these programs is $25,000, therefore the elimination of Family Studies at Adelaide Hoodless would realize a savings of $12,500.

5/ The caretaking savings that are reported would only be realized if no alternative instructional use were made of the Family Studies classrooms.

6 The elimination of the Family Studies program will reduce the total elementary teacher complement by 10.1 FTE of the teachers with the least seniority. These teachers would not be entitled to a severance payout.

7 There is no specific grant received from the Ministry of Education & Training to support the Family Studies program in elementary schools. There is a basic per pupil grant of $4,168 received to support the total instructional program for each elementary student. The grant reported is a calculation based on the number of pupils in grades 6, 7 and 8 x percentage of the basic per pupil grant equal to the percentage of total school instructional time assigned to Family Studies. (ie. 7,349 x 7.5% of $4,168 = $2,297,297)

8/ The grants received from the Ministry of Education & Training exceed the expenditures related to the Family Studies program by $960,335.

9/ Since there is no specific grant to support the Family Studies program and the funds used for this purpose are taken from the basic per pupil grant, the elimination of the Family Studies program would result in $0 reduction in the basic per pupil grant.

ADDITIONAL ALTERNATIVES

1/ Amend the present elementary staffing formula to remove from the calculation a pre-determined FTE for the Family Studies program. Allow the Principal and staff in consultation with the parents, to determine whether or not this non-mandated program will be included in the curriculum of that particular school and if offered what FTE will be assigned.

The staffing assignments in each school under the amended formula shall satisfy the following criteria:

- The school program is organized in such a way that all students have an opportunity to address all learning outcomes

- Staffing complies with the teacher qualifications and PTR requirements for self-contained Special Education classes as stated in the Education Act and Regulations

- Staffing complies with the collective agreement

- The school organizational plan shall be approved by the Superintendents of Schools or designate

This alternative will realize a reduction in salaries and benefits equal to 1 FTE but since the program may continue to be delivered, there would be no related savings realized in supplies and services.

2/ Offer the Family Studies program as part of the regular day school program, charging a user fee equal to the supplies and services expenditure, divided by the number of students who are enrolled in the program.

Since the Family Studies program is non-mandated the introduction of a user fee will likely result in a number of students in any school opting out of this program. This will result in some students in each school being involved in Family Studies while others are not, thereby requiring principals to organize classes in each grade with this difference as a determining factor. The ability to offer a program on this basis will be dependent on a staff member being assigned to each school with the ability to teach Family Studies, as well as at least one other subject.

3/ Amend the present elementary staffing formula to staff Family Studies classes at the same PTR as other classes in an elementary school. The viability of this alternative is dependent on the results of assessment of square footage in each Family Studies classroom to ensure that "whole classes" can be accommodated. This alternative may also require modification of the existing Family Studies program.

4/ Offering the Family Studies program to grade 7 and 8 students only, thereby realizing minimal savings in the supplies and services expenditures.

GUIDANCE IN ELEMENTARY SCHOOLS

The position of Guidance counsellor is not mandated under the terms of the collective agreement. The Guidance program potentially involves 7,349 students in grades 6, 7 and 8. The program is based on learning outcomes as delineated in The Common Curriculum: Policies and Outcomes - Grade 1 to 9.

Excerpts from the Common Curriculum: Policies and Outcomes - Grade 1 to 9, as well as a description of the duties and responsibilities of a middle school Guidance counsellor have been included in this package.

DUTIES AND RESPONSIBILITIES OF A MIDDLE SCHOOL GUIDANCE COUNSELLOR

♦ Counsel all students, with particular attention to students "at risk", in a number of areas including problematic behaviour, crisis management, decision making, social skill development, anger management, career options and academic progress.

♦ Act as the link between students, parents, Program Department support staff, alternative education personnel and community agencies.

♦ Maintain Ontario Student Record folders.

♦ Assist school administration in addressing attendance problems ie. track, call, write, contact Adjustment Consultants.

♦ Oversee the administration of standardized tests ie. CAT and Gates McGinitie, review results, interpret results for teachers and parents.

♦ Serve as a resource person on DARTs, IPRCs and at annual reviews.

♦ Act as the information and program planning link with both Junior and Secondary schools.

♦ Deliver group instruction to students on such topics as responding to bereavement, separation and divorce, parental unemployment.

♦ Co-ordinate the school's student Advisor - Advisee program.

♦ Act as a Case Manager for students and families when dealing with community agencies ie. Childrens' Aid Society, Child and Adolescent Services, Chedoke and Family Services and the Hamilton Wentworth Regional Police Department.

♦ All other duties as assigned by the Principal.

The Personal and Social Studies: Self and Society program area combines material from several traditional fields of study, including business studies, family studies, geography, guidance, history, and physical and health education. Aspects of these traditional subjects are also explored in the other program areas.

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– identify personal behaviour that is shaped by family values and beliefs and by the influence of peers (*e.g., describe peer pressure; develop a personal profile*); 5b 7a 9b	– analyse and illustrate the ways in which personal values are reflected in their decisions and sense of identity (*e.g., examine peer pressure and cultural and family influences*); 5b 7a 9a 9b 9c
– apply a problem-solving model (*e.g., a conflict-resolution model*); 2a 2b 2c 2d	– evaluate the effectiveness of various problem-solving models in specific situations (*e.g., in examining career possibilities; in dealing with family and peers; in dealing with sexual and racial harassment*); 2a 2b 2c 2d 10c
– use a variety of social skills and describe their benefits (*e.g., working with others, exercising leadership*); 5a 5b 5c 6a 10a 10b	– use a variety of social skills as a regular part of daily life and assess their effectiveness; 2d 5a 5b 5c 10a 10b
– use a range of strategies to deal with harassment and with abusive or violent behaviour, and evaluate the effectiveness of the strategies (*e.g., peer mediation, preventative strategies*); 2a 2c 2d 4d 5c 9b 9c	– analyse various forms of violence to identify their sources and consequences
– describe their abilities, skills, and interests, and analyse them in relation to various jobs (*e.g., continue developing a personal and educational portfolio; relate an ability in drawing to various occupations*); 7a 7b 7c 7d	– analyse ways in which all their abilities, interests, and aspirations may be relevant to their future educational and career opportunities (*e.g., begin to develop job-search skills, including résumé writing; begin to plan their future education around their preferred subject areas*); 7a 7b 7c 7d 10a 10b 10c
– describe the characteristics of different types of work situations (*e.g., working with others or alone, as an employee or an employer, or in a job in which technology plays a large role*); 7b 7d	– analyse the educational paths that lead to various careers, and identify strategies to overcome barriers due to gender, race, class, or disability; 2a 2c 4a 4d 7b 7c 7d
– describe and evaluate a variety of group-work skills (*e.g., offering constructive criticism; organizing; assessing their own skill development and that of peers*); 2a 2d 5a 5b 5c	– identify and apply personal qualities and skills that contribute to success in school and in the workplace (*e.g., self-discipline, independence, co-operativeness, perseverance; entrepreneurial skills*); 5a 5b 7a 7c

rom The Common Curriculum: Policies + Outcomes Gr 1-9

By the end of Grade 6, students will also:

- analyse different ways in which people in the school work with each other (*e.g., through collaboration, discussion, joint problem solving*); 2b 2c 4d 5a
- take personal responsibility for organizing all their activities (*e.g., record due dates, meetings, homework assignments, special events in a daily planner*); 10a

By the end of Grade 9, students will also:

- analyse power relationships in the past and in the present between individuals, groups, or countries (*e.g., between teachers and students; the police and citizens; the United States and Canada; labour unions and businesses; the Canadian government and suffragettes; men and women; white and racial-minority Canadians*);
- collect, record, and use information to complete daily assignments, keep track of their progress, and plan for the future; 10a 10b

PROG[illegible] COSTING/POTENTIAL SAVINGS: GUIDANCE

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & 14% BENEFITS			
Note 1	**Teachers**	(21.4 FTE) delivering the program	$1,549,632	
	Teachers	(21.4 FTE) with the least seniority		$1,549,632
Note 2	**E.A.'s**	(0 FTE) assigned to Guidance Programs	$0	$0
	E.A.'s	(0 FTE) with the least seniority	$0	$0
Note 3	**Project Team Leader**		$0	$0
	TRAVEL ALLOWANCE		$0	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$320	$320
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks New/Replacement Eqt.		$4,200	$0
	TRANSPORTATION		$0	$0
Note 4	**CARETAKING**		$4,390	$4,390
		TOTAL	**$1,558,542**	**$1,554,342**

Note 5	**Estimated One Time Severance Payout**	$0

REVENUES:

	1995 Tuition & Fees	$0
Note 6	Grants	$306,306
	Total 1995 Grants, Tuition & Fees	**$306,306**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$306,306
	Total 1996 Estimated Grants, Tuition & Fees	**$306,306**

DIRECT COSTS TO THE BOARD (EXPENDITURES - REVENUES):

1995 - Expenditures of $1,558,542 - Grant of $306,306 =	**$1,252,236**
1996 Expenditures of - $1,558,542 - Grant of $306,306 =	**$1,252,236**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Guidance Teachers - Elementary)	
	Potential Savings	$621,737
Note 7	Loss of Grant	$122,522
	One Time Severance Pay Out	$0
	Estimated Net Savings	**$499,215**
	1997 (Elimination of Guidance Teachers - Elementary)	
	Potential Savings	$1,554,342
	Loss of Grant	$0
	Estimated Net Savings	**$1,554,342**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations that appear on the previous page of this report.

1/ In the event that Guidance teachers were eliminated from the elementary staffing formula, it is estimated that there would be $619,852 savings in 1996 salaries and benefits to teachers. Although the elimination of this program would not decrease the number of students on the roll in any individual school, the elimination of the Guidance teacher position wouldd not have an impact on the PTR for classes, under the terms of the present staffing forumula.

2/ There are no Educational Assistants assigned to support the Guidance program.

3/ No Project Team Leader has assigned within his/her duties direct responsibilities for the Guidance program.

4/ The caretaking savings that are reported would only be realized if no alternative instructional use were made of the Guidance Office.

5/ The elimination of the Guidance teacher positions will reduce the total elementary teacher complement by 21.4 FTE of the teachers with the least seniority. These teachers would not be entitled to a severance payout.

6/ There is no specific grant received from the Ministry of Education & Training to support the Guidance program in elementary schools. There is a basic per pupil grant of $4,168 received to support the total instructional program for each elementary student. The grant reported is a calculation based on the number of pupils in 6,7 & 8 x percentage of the basic per pupil grant = to the percentage of the total annual school instructional time assigned to Guidance in OSIS.
(ie. 7,349 x 1% 4,168 = 306,306)

7/ The expenditures to the Board exceed the grants received from the Ministry of Education & Training for the Guidance program by $1,252,236.

8/ Since there is no specific grant to support the Guidance program and the funds used for this purpose are taken from the basic per pupil grant, the elimination of the Guidance teacher position would result in $0 reduction in the basic per pupil grant.

ADDITIONAL ALTERNATIVES

1/ Amend the present elementary staffing formula to remove from the calculation a pre-determined FTE for a Guidance counsellor. Allow the principal and staff in consultation with the parents, to determine whether or not the Guidance learning outcomes will continue to be addressed through the program delivered by a designated Guidance counsellor and what FTE will be assigned.

The staffing assignments in each school under the amended formula shall satisfy the following criteria:

- The school program is organized in such a way that all students have an opportunity to address all learning outcomes

- Staffing complies with the teacher qualifications and PTR requirements for self-contained Special Education classes as stated in the Education Act and Regulations

- Staffing complies with the collective agreement

- The school organizational plan shall be approved by the Superintendents of Schools or designate

This alternative will realize a reduction in salaries and benefits equal to 1 FTE but since the program may continue to be delivered, there would be no related savings realized in supplies and services.

2/ No individual teacher is assigned to the role of Guidance counsellor. The responsibilities carried out by the Guidance counsellor and for addressing the learning outcomes contained in the present Guidance program be assumed by a combination of class teachers, teacher advisors and vice-principals supplemented by the assistance of Adjustment consultants for the more serious personal counselling cases.

LIBRARY SERVICES IN ELEMENTARY SCHOOLS

The position of Teacher-Librarian is not mandated under the terms of the collective agreement. The Teacher-Librarians potentially could be involved with all 27,400 elementary students and all 1,059 elementary teachers at various times of the school year . The services provided are based on the guidelines provided in the Ministry & Education Training document entitled "Information Literacy and Equitable Access.

Excerpts from "Information Literacy and Equitable Access" describing the vision of the school resource centre and the changing role of Teacher-Librarians have been included in this package.

INFORMATION LITERACY AND EQUITABLE ACCESS:

A Framework for Change

Ontario
Ministry of Education
and Training

A DRAFT DOCUMENT FOR DISCUSSION AND RESPONSE

January 1995

SCHOOL INFORMATION CENTRES

VISION

The school library information centre is the hub of the school's information access and sharing network. It provides students and teachers with information on demand or just–in–time delivery of a wide variety of information and learning resources from sources within and beyond the school. It is a "virtual library" or a "library without walls", providing leadership, service and connections to the world of information.

The school information centre is the core of a lifelong learning community. Through distance education, it provides individualized programs for students and professional development for teachers. It provides information support to parents and community members who are contributing to the planning of school programs. By creating partnerships and sharing resources, it helps to provide equitable access to information within communities.

FROM SCHOOL LIBRARIES TO SCHOOL INFORMATION CENTRES

The library resource centre in most Ontario schools today bears little resemblance to the school library of the past. In 1982, *Partners in Action* signalled the change of school libraries to library resource centres. It asked schools throughout the province to transform school libraries from book collections to places were both teachers and students could find and use a wide variety of learning materials. Library resource centres were to provide a wealth of information sources formerly unavailable to most students, such as video and films, sound recordings, photography and art, as well as information about community resources.

With such a diverse selection of learning materials at hand, teachers were able to move to a resource–based approach to teaching. They could rely less on lectures and textbooks and more on active learning strategies that emphasized questioning and exploration and the use of many kinds of learning resources. Teachers could also tailor instruction to the needs and learning styles of individual students.

As we head into the 21st century, school library resource centres must take the next step if they are to continue to meet the needs of the students and communities they serve. They must evolve from library resource centres that provide learning materials and instruction, to information centres that provide and co–ordinate the sharing of information of all kinds. This means evolving from collection–based facilities to access–based services; from local and self–contained resource collections to global and interconnected information networks.

CHANGING ROLES AND RESPONSIBILITIES

Achieving equity in information literacy, while at the same time transforming resource centres into information centres, calls for changes in the roles and responsibilities of educators and students in schools.

Students
To become independent lifelong learners, students need to understand the importance of information in their lives and take greater responsibility for their own learning through independent study. Teachers can help students adapt by communicating these changing expectations.

Teachers
Integrating information skills training into the curriculum requires that teachers, rather than teacher–librarians, be accountable for helping students become information literate. To model and teach information skills in the classroom, teachers will need support, as well as extensive pre–service and in–service training.

Teacher–librarians
For their part, teacher–librarians have a leadership role to play in helping principals and teachers adapt to these changing expectations. They also have an opportunity to assume leadership responsibilities for planning and managing information networks and technology, for ensuring equitable access to and ethical use of information, for developing partnerships with external agencies and for co–ordinating distance education for teachers and students.

Partners in Action gave teacher–librarians responsibility for managing resource centres, for developing information skills programs in schools, and for leadership in the implementation of learning strategies that incorporated a wide variety of learning materials. As experienced teachers, teacher–librarians also played an important role in helping other teachers adopt more active and individualized learning methods. Today, however, the increasing complexity of information systems combined with rapid technological change, requires that teacher–librarians have advanced skills in information management and access. To take advantage of these opportunities for leadership, teacher–librarians need to re–evaluate their skills and, if necessary, acquire the training they need to meet the information literacy needs of both students and teachers. Teacher–librarians must also broaden their focus from teaching students to helping teachers integrate information skills training into the classroom curriculum.

As we adapt our education system to meet the information needs of students in a changing world, particularly with respect to school information centres, there is a need to constantly re–examine the role of teacher–librarians. The emerging role of teacher–librarian has three key areas of responsibility: educational leader, information manager and access agent.

Educational leader

As educational leaders, teacher–librarians should provide training and support to teachers as they assume responsibility for teaching information skills within an integrated curriculum. With their cross–disciplinary roles, teacher–librarians can facilitate integrated program planning in our schools. They can also select and acquire information for schools and boards.

To fulfil this role, teacher–librarians need advanced knowledge and expertise in all aspects of teaching, including curriculum, learning strategies, cognitive development and learning styles.

Information manager

As information managers, teacher–librarians should take responsibility for planning, developing and managing information resources and technology within schools, including access to electronic networks and facilities. They should take responsibility for implementing antiracism and ethnocultural policies related to information access and use, and instructing teachers and students in the ethical and legal use of information.

To fulfil this role, teacher–librarians need advanced skills in the information sciences, including knowledge and expertise in the areas of access, communication networks, diverse media, copyright and ethical use of information, and information technology, management and organization.

Access agent

As access agents, teacher–librarians should work for equitable access to information, information technology and information skills instruction, including development of partnerships for information access and resource sharing.

To fulfil this role, teacher–librarians need expertise in planning and developing partnerships and systems for information access and resource sharing, and in user needs assessment. They also need a broad knowledge of a community's information resources and services.

Principals

As the instructional leaders of schools, principals must ensure information skills instruction is an integral part of the school program, and that all students have equitable access to information and information technology. They must also ensure that teachers and teacher–librarians have the training and support they need to assume the new roles and responsibilities, and the time required to work together to develop an integrated curriculum.

PROGRAM COSTING/POTENTIAL SAVINGS: ELIMINATION OF TEACHER-LIBRARIAN POSITIONS

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(77.63 FTE) delivering the program	$7,996,045	
	Teachers	(77.63 FTE) with the least seniority		$3,335,612
Note 2	**E.A.'s**	(0 FTE) assigned the school resource centre	$0	
	E.A.'s	(0 FTE) with the least seniority		$0
Note 3	**Project Team Leader**		$0	$0
	TRAVEL ALLOWANCE		$0	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$1,120	$1,120
Note 4	**SUPPLIES & SERVICES**			
	Instructional Supplies			
	General Supplies		$20,350	$0
	Printing			
	Repairs			
	Books		$400,000	$0
	TRANSPORTATION		0	$0
Note 5	**CARETAKING**		$196,080	$0
		TOTAL	**$8,613,595**	**$3,336,732**

Note 6	**Estimated One Time Severance Payout**	$170,000

REVENUES:

	1995 Tuition & Fees	$0
Note 7	Grants	$0
	Total 1995 Grants, Tuition & Fees	**$0**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$0
	Total 1996 Estimated Grants, Tuition & Fees	**$0**

DIRECT COSTS TO THE BOARD (EXPENDITURES - REVENUES):

1995 - Expenditures of $8,613,595 - Grant of $0 =	**$8,613,595**
1996 Estimated Expenditures of $8,613,595 - Grant of $0 =	**$8,613,595**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Teacher-Librarian positions)	
	Potential Savings	$1,334,693
	Loss of Grant	$0
	One Time Severance Pay Out	$170,000
	Estimated Net Savings	**$1,164,693**
	1997 (Elimination of Teacher-Librarian positions)	
	Potential Savings	$3,336,732
	Loss of Grant	$0
Note 8	***Estimated Net Savings***	**$3,336,732**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations on the previous page of this report.

1/ In the event that the Teacher-Librarian positions were eliminated from the elementary staffing complement, it is estimated that there would be $3,335,612 savings in salaries and benefits to teacher-librarians. It is assumed that it is the intention of the Board to continue to operate school resource centres. Therefore, it will likely be necessary to add to the elementary school staff a 1.0 FTE Library Technician. As a result, the savings realized through the elimination of the Teacher-Librarian position reported on the previous page would be offset by $2,927,292 for a net annual savings of $408,320.

2/ As a general rule, there are no Educational Assistants assigned specifically to the resource centre. In order to determine the degree of Educational Assistant involvement supporting students working in the resource centre, it would be necessary to examine the details of each Educational Assistant assignment.

3/ No Project Team Leader has assigned within his/her duties, direct responsibilities for the school resource centre.

4/ Allocations to school resource centres for general supplies and book expenditures are determined by formula on a per capita basis. Since the assumption is that the school resource centres will remain in operation, $0 savings have been reported in the Supplies & Services areas.

5/ The caretaking savings of $196,080 that are reported would only be realized if the school resource centre were no longer in operation. Since the assumption is that the school resource centre will remain in operation, a potential savings of $0 has been reported on the caretaking line of the previous page of this report.

6/ Included in the 77.63 FTE teacher-librarian positions that may be eliminated are 35 teacher-librarians who would be entitled to the severance payout reported on the previous page of this report.

7/ Since there is no reference contained in OSIS to an allocation of instructional hours in the school resource centre, it was not possible as with most other programs, to claim a percentage of the basic per pupil grant equivalent to the percentage of instructional time in the school resource centre, as revenues to support library services. As a result, $0 are reported on the grants line on the previous page of this report.

8/ As per note 1, the additional expenses incurred through the replacement of teacher-librarians by library technicians will reduce the estimated savings reported by $2,927,292

ADDITIONAL ALTERNATIVES

1/ Amend the present elementary staffing formula to remove from the calculation a pre-determined FTE for the Teacher-Librarian position. Allow the Principal and staff in consultation with the parents, to determine whether or not this non-mandated position will be included in the staffing complement of that particular school and if offered what FTE will be assigned.

The staffing assignments in each school under the amended formula shall satisfy the following criteria:

- The school program is organized in such a way that all students have an opportunity to address all learning outcomes

- Staffing complies with the teacher qualifications and PTR requirements for self-contained Special Education classes as stated in the Education Act and Regulations

- Staffing complies with the collective agreement

- The school organizational plan shall be approved by the Superintendents of Schools or designate.

This alternative will realize a reduction in salaries and benefits equal to 1 FTE but since the program may continue to be delivered, there would be no related savings realized in supplies and services.

2/ Replace the Teacher-Librarians with Library Technicians. This will significantly alter the service provided to teachers related to program planning. Additionally it would eliminate the recently assumed responsibilities by Teacher-Librarians for co-ordinating the delivery of an outcomes-based curriculum previously provided by Program Department consultants.

3/ Amend the present formula used for determining the FTE assigned to a school for Teacher-Librarians from 1 to 300 equals 1.0 FTE to 1 to 450 equals 1.0 FTE. This amendment will reduce an estimated 25 FTE's from the overall teacher complement with an estimated annual savings of $994,625 or a Sept. to Dec. savings of $397,850.

4/ The adoption of a library user/borrower fee to offset expenditures related to replacement of lost and damaged books and the acquisitions of additions to the collection.

CO-OP EDUCATION IN SECONDARY SCHOOLS

The Co-operative Education Program, including the Limeridge Mall and Amity Programs is a non-mandated program involving 1,778 students in Grades 11, 12 and OAC and approximately 1,000 employers. The program is based on The Ministry of Education & Training Guideline, entitled "Co-operative Education - Policies & Procedures for Ontario Secondary Schools, 1989".

Excerpts from the Curriculum Guideline, "Co-operative Education - Policies & Procedures for Ontario Secondary Schools, 1989", as well as a newsletter providing a brief description of the Limeridge Co-op program have been included in this package. The information contained describes in detail the obtaining of co-op placements, the responsibilities of the school and employers in the co-op partnership, the role of the teacher monitor and the integration of the co-op and in-class programs.

Placement

Prior to a student's placement, the teacher obtaining the placement should assess the following: the employer's and supervisor's attitude towards co-operative education, the range and scope of the experiences available, the equipment and facilities in the workplace, the learning potential and safety of the placement, the current employment practices of the organization involved, and the possibility for students of French-language instructional units to work in the French language.

The out-of-school component in co-operative education is designed to enhance the educational experience of the students involved. It is expected that the out-of-school component will provide students of French-language units with the opportunity to use the language that served for the in-school program. The out-of-school component should allow all students to develop work-related and problem-solving skills; to acquire knowledge, skills, and attitudes related to the in-school course; and to gain self-confidence and maturity in an adult environment, away from the day-to-day adolescent environment of the home school. Care must be taken to provide a suitable environment in which this can happen. For this reason the placement site will normally be outside the student's home school and in most cases in a new environment in which the student has not experienced previous training or part-time work.

Full advantage should be taken of the resources available in the community. Co-operative education experiences that involve placements in the school store or participation in school dramatic presentations, the student council, the business practice office, part-time jobs, Junior Achievement, a school or community athletic team, the school yearbook, secretarial work for the school teaching staff, or similar activities are not acceptable. While participation in Junior Achievement or a part-time job can be an excellent preparation for co-operative education, these experiences do not meet the criteria for credits delivered through the co-operative education mode.

If an educational placement is required, the teacher must make every effort to obtain this placement outside the home school. However, there are some situations in which the home school provides experiences that cannot be duplicated anywhere else in the immediate community. For example, it may be necessary to place students in the home school in remote areas, or to meet the needs of exceptional students, or where it is deemed that a student's maturity or skill level is not yet acceptable for a community placement, or in a day-care facility located within the home school. In all these special situations where it is necessary to place a student in the home school, two different individuals must assume the roles of the teacher monitor and the employer supervisor.

The practice of allowing students to arrange their own placements is discouraged. Exceptions may be considered in special circumstances, such as where apprenticeship or similar training for permanent employment is being offered. Students may be given approval for placement in a company where they currently have a salaried job provided that there is a clear distinction between the

tasks in the individualized training plan and the duties of the paid position. This is an area that has a high potential for abuse.

It is likely that a number of students might be placed in a variety of different departments in a large company or organization. Every effort should be made to ensure that the quality of learning, skills development, and growth in maturity of the student are not impeded by the overloading of a single training station with several students. Quality placements and maximum learning opportunities tend to exist where no more than one student is placed with one training-station supervisor at any one time.

Co-operative education experiences should provide students with sufficient time and opportunity in any one specific placement for satisfactory skill development, career decision making, and personal growth. The out-of-school time should be planned in at least half-day segments wherever possible.

The length of time that a student spends at a training station will have a significant impact on the quality of the co-operative education experience and the learning opportunities provided by the employer. In deciding how long a student should remain in one training station, the following should be taken into account:

- the level of sophistication of the tasks and the training time required
- the time required for students to assimilate the skills necessary for competency at the training station
- students' physical and emotional needs (particularly those of underachievers and of students lacking in self-confidence)
- the extent to which the work station meets the language requirements of the program for students of French-language instructional units

The decision regarding the exact number of training stations in which a student should be placed during any one course offered through the co-operative education mode should be made locally. The major factors affecting this decision include the variety of training stations available, the breadth and depth of experience available, the in-school component of the course, and the language used at the work station in the case of students of French-language instructional units. The training-station experience must be long enough to permit the student to meet the objectives of the out-of-school component of the course.

Students should be encouraged to experience a different training organization with each course that they take through the co-operative education mode of delivery. If they are placed in the same training station more than once, there must be a different individualized training plan for each placement.

School and Employer Responsibilities

Co-operative education is a partnership that imposes responsibilities on both school staff and employers. School staff are responsible for the following:

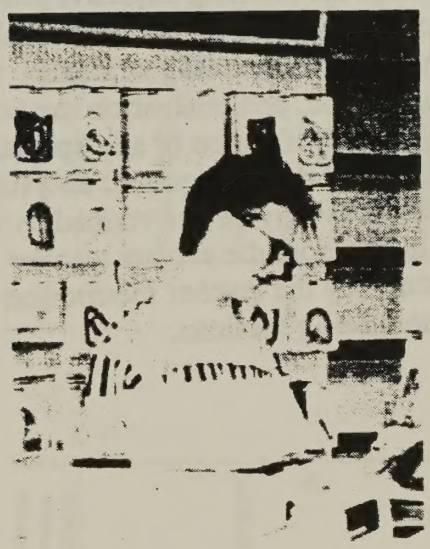
- program planning
- student selection
- the preparation of students for placement with an employer
- the organization and administration of the program
- the provision of safety instruction and insurance coverage
- helping students arrange transportation to and from the workplace
- monitoring students' training and evaluating their performance

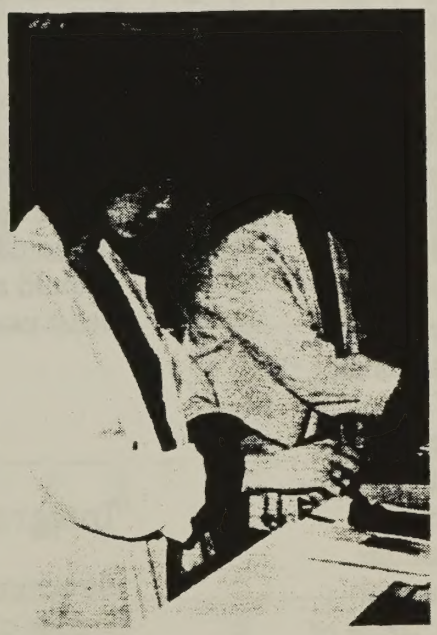
The Board of Education for the City of Hamilton

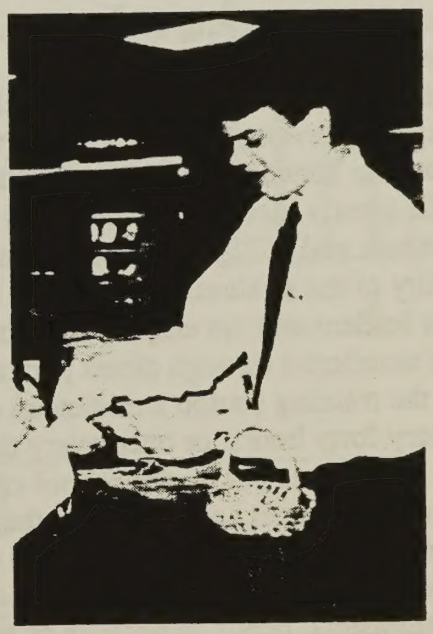
"Spring 1993"

Business & Co-operative Education

Newsletter







Not Just Shoppers at Lime Ridge!

January 29, 1993, marked the fourteenth successful semester of the Lime Ridge Mall Marketing Co-op Program.

Twenty-four students from various high schools are enrolled. The Program gives each student the opportunity to complete four credits, which are Retailing, World of Work and two retail-related Co-op credits. Each student experiences two Co-op placements per semester which gives him/her invaluable job experience.

Rob Persaud from Hill Park Secondary School, is learning the retail sports industry at Collegiate Sports. Lena Suliman, a Glendale Secondary School student, has joined the Grand and Toy team. Trina Collins, from Barton Secondary, is off to a great start at Sears in the Catalogue department. Art Farraway, from Sir Winston Churchill Secondary, is learning the retail clothing business at "Steel."

This excellent program assists many students with career decision making and personal and professional growth while they obtain four credits.

The program is open to students in grades 11, 12 and to adult students. For more information call Ms. Paula Pakozdy, 383-6665 or see your Guidance Counsellor.

Teachers must inform employers and supervisors of the expectations and responsibilities of this partnership prior to student placement.

Monitoring

Monitoring involves careful, critical observation of students' activities and discussions and consultations with both students and supervisors at the training stations. This is supported by detailed, anecdotal, dated records of monitoring activities, which are kept as part of the students' record of achievement. (See "Student Records" on page 12.)

Frequent monitoring at the training station is essential to provide students with a sense that they are still part of their home school. The ongoing development of a supportive relationship between the teacher and the student will greatly increase the student's chances for success and will greatly increase the credibility of the evaluative process in the eyes of the student and the employer. Students must be monitored through direct personal contact at the training station a minimum of once every forty hours, or once every three weeks, or three times per out-of-school credit, whichever is the most appropriate to the school timetable. It may be necessary to monitor some students more frequently because of their special needs or because of the nature of the particular workplace.

The anecdotal, dated record of monitoring activities should include information on the student's progress, details of new learning and attitude changes that have been observed, individualized-training-plan updates, observations of the student's interaction with co-workers, and comments made by both the student and the supervisor. These documents must reflect the language used in the school program.

The monitoring process should encompass both the teacher's observation of the student's performance of tasks and a discussion of that performance that includes both the student and the training-station supervisor. It is necessary for the teacher to clarify with the student's training-station supervisor the supervisor's role in the monitoring process.

A teacher monitor should be knowledgeable in both the subject area under study and in co-operative education. When this is not the case, there must be regular consultation between the teacher assigned to monitor the out-of-school component and the subject teacher for the in-school component. In cases where credits are being awarded in a subject area in which the teacher monitor does not hold qualifications, the teacher in charge of the organizational unit for that subject area is responsible for the provision of appropriate assistance to the teacher monitor. This consultation must include the following: the identification of the learning objectives for the out-of-school component on the individualized training plan; the learning strategies, language of instruction, and evaluation methods to be used; the identification of any special student orientation that is required; and such other assistance as may be determined by the principal. In addition, the subject teacher should accompany the teacher monitor on at least two monitoring sessions.

Integration

Structured activities with their peers that integrate classroom with on-site activities are vital to students' understanding of their experiences. At these times the classroom becomes a forum for reflecting on personal experiences, for subjecting personal perspectives to public discussion, for personal interaction, for building and testing hypotheses, for disciplined inquiry, and for setting learning objectives. The classroom also provides an opportunity for students to make sense out of their experiences, to put these experiences into broader perspectives, to reflect on and analyse their applications, and to internalize their learning. Reflective discussion is one technique that can be used in the integration process to encourage students to analyse, compare, and contrast their out-of- school experiences. Other techniques include seminar presentations and the keeping of logs, diaries, observation reports, and journals.

PRO[illegible] COSTING/POTENTIAL SAVINGS: CO-OPERATIVE EDUCATION

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers-Monitors**	(22 FTE) delivering the program	$1,522,520	
	Teachers-Monitors	(11 FTE) with the least seniority		$439,845
Note 2	**Secretary**	(.3 FTE) assigned	$9,778	$0
Note 3	**Project Team Consultant**	(.4 FTE)	$32,780	$0
Note 4	**TRAVEL ALLOWANCE/ MILEAGE REIMBURSEMENT**		$24,500	$23,700
Note 5	**PERSONNEL TRAINING**		$1,200	$200
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks		$2,500	$2,500
Note 6	**RENTALS**		$4,280	$4,280
Note 7	**TRANSPORTATION**		$73,225	$73,225
Note 8	**CARETAKING**		$0	$0
		TOTAL	**$1,670,783**	**$543,750**

Note 9	**Estimated One Time Severance Payout**	$0

REVENUES:

	1995 Tuition & Fees	$0
Note 10	Grants	$1,709,928
	Total 1995 Grants, Tuition & Fees	**$1,709,928**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$1,709,928
	Total 1996 Estimated Grants, Tuition & Fees	**$1,709,928**

SUMMARY:

1995 - Grant of $1,709,928 - Expenditures of $1,670,783 =	**$39,145**
1996 Estimated - Grant of $1,709,928 - Expenditures of $1,670,783 =	**$39,145**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Co-op Program)	
	Potential Savings	$217,500
Note 10	Loss of Grant	$0
	One Time Severance Pay Out	$0
	Estimated Net Savings	**$217,500**
	1997 (Elimination of Co-op Program)	
	Potential Savings	$543,750
	Loss of Grant	$0
Note 11	***Estimated Net Savings***	**$543,750**

OTHER CONSIDERATIONS/ NOTES OF INTEREST

1/ Teacher Monitors are assigned on average the supervisory responsibility for 39 students each semester, with 13 students being equated to one in-school teacher line, as per the collective agreement. In-school classes are loaded on average with 26-30 students. The elimination of the Co-operative Education Program and the re-assignment of the monitors would result in the elimination of approximately half the number of Teacher Monitors FTE reported on the previous page of this report. This would result in a savings of

If the students who are obtaining credits through the Co-operative Education Program no longer had that opportunity, they would either select additional in-school courses and/or include a "study period" in their class schedule. It is extremely difficult at this time to predict in detail the results of students re-selecting in-school courses. If significant numbers of these students in any school gravitated to a particular course that already had enrolment at a maximum class size, then the re-selection would require the opening of an additional in-school class. Secondly, if this process resulted in students re-selecting a wide variety of alternative courses enabling them to be accommodated in existing classes that were not already at maximum class size, then the re-selection would result in the reduction of teaching lines. The first of these alternatives can be eliminated by limiting the alternative selections for these students to those courses that are not already loaded at maximum.

2/ The assignment of the secretary to the Student Services and Community Linkage Team includes .3 FTE related to the Co-operative Education Program. If a decision were made to eliminate the Co-operative Education Program the recommendation of the Superintendent of Program would be to adjust the assignment of the secretary and other secretaries in the Program Department to assume duties presently performed by a casual employee.

3/ The assignment of the Consultant to the Student Services and Community Linkage Team includes .4 FTE related to the Co-operative Education Program. If a decision were made to eliminate the Co-operative Education Program, the recommendation of the Superintendent of Program would be to assign additional responsibilities to the Consultant. If that were not the decision under the terms of the Collective Agreement the Consultant would be re-assigned to a teaching position and the salary would be red circled. If this position were to be eliminated it would result in the annual savings of $39,985, the salaries and benefits equal to that paid to 1 FTE teacher with the least seniority.

4/ The Project Team Consultant and Teacher Monitors have been receiving a travel allowance beginning January 1, 1996. They will be eligible for mileage reimbursement. The figure reported on this line is an amount equal to the travel allowances paid in the past. It is difficult at this time to predict whether the move to a mileage reimbursement system will increase or decrease this expenditure.

5/ The allocation reported includes Professional Development for both the Project Team Consultant and the Teacher Monitors.

6/ The expenditure reported in the rental line is the fee paid to Limeridge Mall for the classroom space used for instructional purposes.

7/ Bus tickets are provided to Co-operative Education students in order to ensure compliance with the Ministry of Education & Training directive "that no student can be denied the opportunity to participate because of any costs incurred".

Bus tickets are not provided in any of the following situations:

* the Co-op placement is within walking distance from the school
* an honorarium is paid to the student by the employer
* bus tickets are provided to the student by the employer

8/ No caretaking expenses have been reported because the classrooms used for the in-school component of Co-operative Education are used at other times during the school day by other classes.

9/ No teacher's position that would be eliminated would be entitled to a severance payout.

10/ The Ministry of Education & Training provides no specific grant to support Co-operative Education. There is a basic per pupil grant received to support the total instructional program for each secondary school student. The grant reported is a calculation based on the number of students in Co-operative Education x the percentage of the basic per pupil grant equal to the percentage of the total school instructional time that students are involved in Co-operative Education (ie. 508 FTE x 66% of $5,100 = $1,709,928).

Since the basic per pupil grant is based on the total enrolment a decision to eliminate the Co-operative Education Program may not result in the reduction of the total enrolment. As a result $0 in loss of grant is reported on the previous page of this report.

11/ The availability of the Co-operative Education Program enables the retention of a number of students who might otherwise not remain in school. A decision to eliminate the Co-operative Education Program may result in an undetermined reduction in enrolment and a corresponding reduction in the total basic per pupil grant received by the Board. As a result the estimated net savings would be something less than the amount reported on the previous page of this report.

ADDITIONAL ALTERNATIVES:

1/ An increase in the numbers of students monitored by each of the Teacher Monitors would result in a decrease in the number of monitors required in the Co-operative Education Program. This change in loading would require the agreement of OSSTF through collective bargaining.

2/ The employment of non-teachers as Co-operative Education Monitors would require a change in the Ministry of Education guideline. In the event that non-teachers were employed as monitors, the Board would assume related new costs in salaries and benefits, the amount of which would be determined through collective bargaining.

ATHLETICS IN ELEMENTARY & SECONDARY SCHOOLS

The Inter-School Athletic Program is a non-mandated program involving 4,887 elementary students and 4,167 secondary students. These programs are based on the mission statement and guiding principles of the Ontario Federation of School Athletic Associations.

These programs provide an opportunity for students to experience education through school sport.

Ontario Federation of School Athletic Associations

Mission Statement

The Ontario Federation of School "Athletic Associations (OFSAA) is a provincial federation of Associations encompassing volunteer coaches, students, and administrators. OFSAA is dedicated to the promotion and enhancement of the education value of school sports.

As an advocate for school sport, OFSAA provides leadership in advancing the educational benefits of participation through its services, resources and the conduct of secondary school sport championships.

Ontario Federation of School Athletic Association's

Guiding Principles:

Education Through School Sport

The following principles are central to OFSAA's understanding of its mission and will guide OFSAA in all aspects of its operations.

* We believe in "fair play" in school sport.

* We value the enjoyment, growth and personal achievement students realize through their participation in school sport and its contribution to life-long learning and a positive healthy lifestyle.

* We are an advocate for school sport and protect the interests of student-athletes in the educational system.

* We support the development and recognition of teachers and coaches as the foundation of our organization.

* We respect the diversity of needs, interests and abilities among students in the province.

* We promote equitable opportunities for students to participate in school sport.

* We are committed to ensuring representation and involvement from all regions of the Province.

* We believe in the educational value of interaction among students, teachers and coaches provincially, nationally and internationally.

* We support partnerships with other organizations who share our values and objectives.

* We recognize the need for financial viability, and we are committed to securing stable resources and providing cost-effective services.

PROGRAM COSTING/POTENTIAL SAVINGS: ATHLETIC PROGRAM

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
	Sports Convenor	(1 FTE) co-ordinates the program	$41,700	$41,700
Note 1	Physical Education Dept. Heads	(5%)	$13,400	$13,400
Note 2	Secretary	(1 FTE) assigned	$30,800	$0
Note 3	**Project Team Leader**	(10%)	$8,695	$0
	TRAVEL ALLOWANCE		$930	$930
	PERSONNEL TRAINING	- Project Team Leader & Sports Convenor	$0	$0
	SUPPLIES & SERVICES			
	Instructional Supplies			
	General Supplies			
	Printing		$4,000	$4,000
	Repairs		$5,500	$5,500
	Textbooks			
Note 4	**OTHER**			
	Athletic Expenses		$135,090	$135,090
	Athletic Subsidy		$30,075	$30,075
Note 5	**RENTALS**		$5,000	$5,000
Note 6	**CARETAKING**		$0	$0
		TOTAL	**$275,190**	**$235,695**

Note 7	**Estimated One Time Severance Payout**	$24,000

REVENUES:

	1995 Tuition & Fees	$0
Note 8	Grants	$0
	Total 1995 Grants, Tuition & Fees	**$0**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$0
	Total 1996 Estimated Grants, Tuition & Fees	**$0**

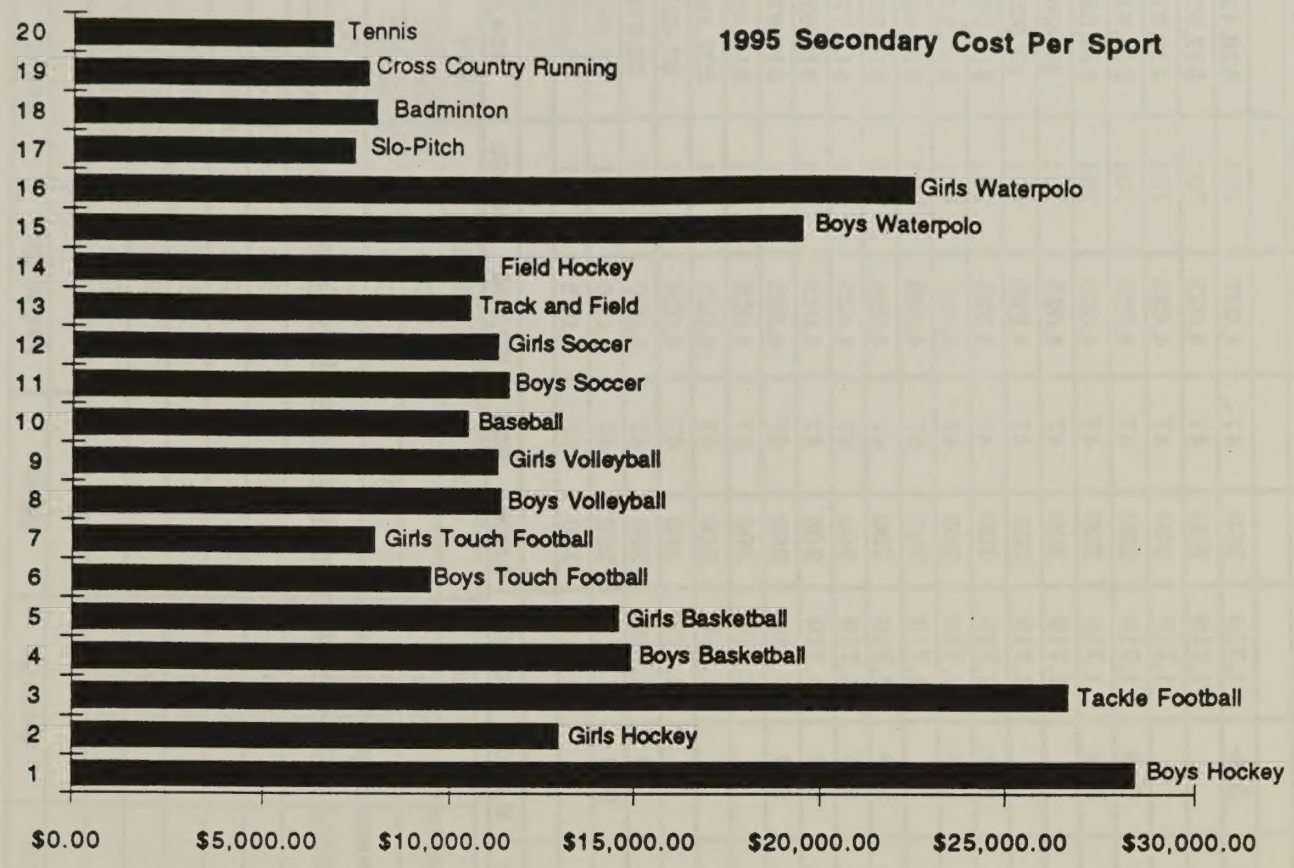
DIRECT COSTS TO THE BOARD (EXPENDITURES - REVENUES):

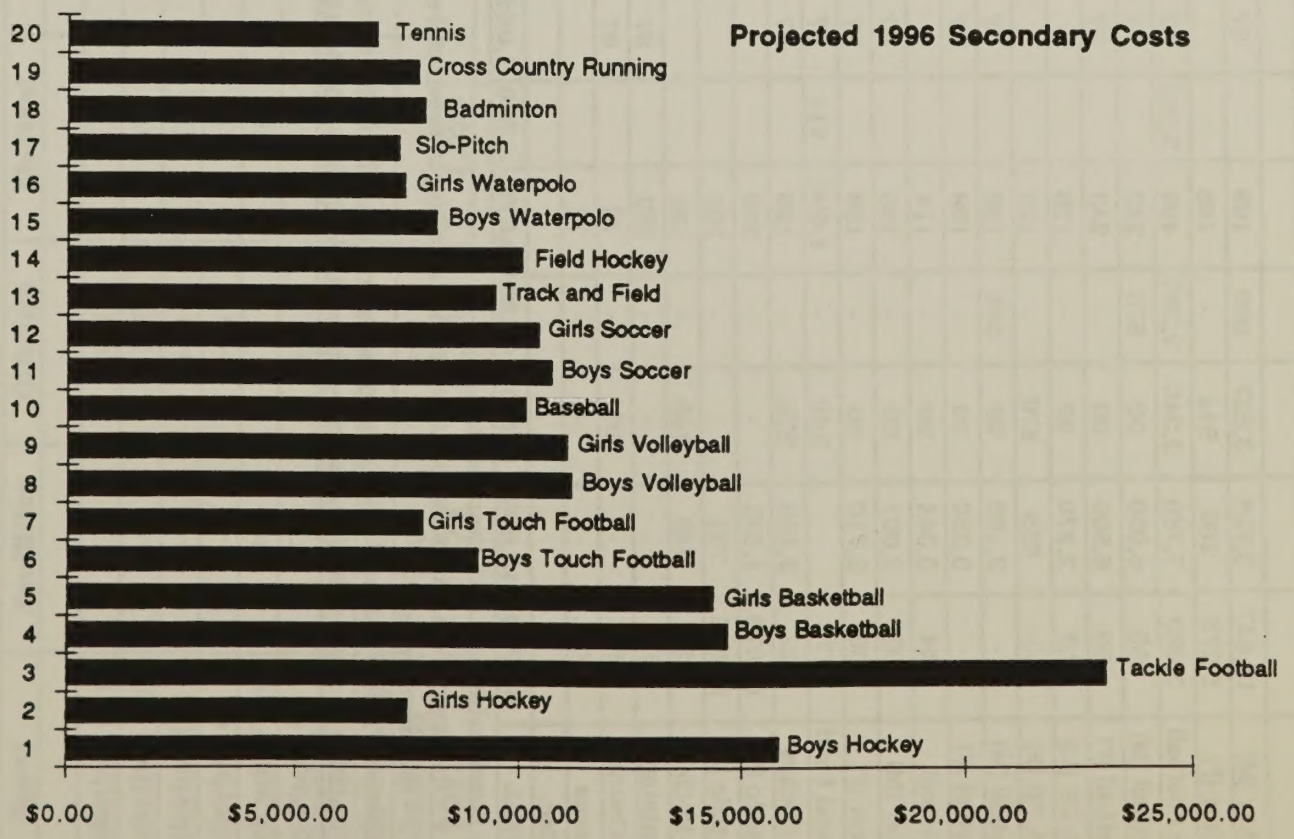
1995 - Expenditures of $275,190 - Grants of $ 0 =	**$275,190**
1996 Estimated - Expenditures of $ 275,190 - Grants of $ 0 =	**$275,190**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Athletic Program)	
	Potential Savings	$94,278
Note 8	Loss of Grant	$0
	One Time Estimated Severance Pay Out	$24,000
	Estimated Net Savings	**$70,278**
	1997 (Elimination of Athletic Program)	
	Potential Savings	$235,695
	Loss of Grant	$0
Note 9	***Estimated Net Savings***	**$235,695**

comp charts


1995 Secondary Cost Per Sport
20 Tennis
19 Cross Country Running
18 Badminton
17 Slo-Pitch
16 Girls Waterpolo
15 Boys Waterpolo
14 Field Hockey
13 Track and Field
12 Girls Soccer
11 Boys Soccer
10 Baseball
9 Girls Volleyball
8 Boys Volleyball
7 Girls Touch Football
6 Boys Touch Football
5 Girls Basketball
4 Boys Basketball
3 Tackle Football
2 Girls Hockey
1 Boys Hockey
$0.00
$5,000.00
$10,000.00
$15,000.00
$20,000.00
$25,000.00
$30,000.00


Projected 1996 Secondary Costs
20 Tennis
19 Cross Country Running
18 Badminton
17 Slo-Pitch
16 Girls Waterpolo
15 Boys Waterpolo
14 Field Hockey
13 Track and Field
12 Girls Soccer
11 Boys Soccer
10 Baseball
9 Girls Volleyball
8 Boys Volleyball
7 Girls Touch Football
6 Boys Touch Football
5 Girls Basketball
4 Boys Basketball
3 Tackle Football
2 Girls Hockey
1 Boys Hockey
$0.00
$5,000.00
$10,000.00
$15,000.00
$20,000.00
$25,000.00

SECONDARY COST PER SPORT - 1995

Sport	Facilities	Officials	Medical	Security	Awards	Misc.	GHAC	OFSAA 1	OFSAA 2	Subsidies	Print	Travel	Salaries	Rel. Time	Total
Hockey (M)	12,437	3,728	3,527	960	168		87	279	549	1,719	200	47	4,025	701	$28,426.71
Hockey (F)	5,275	260	544	-	168					1,719	200	47	4,025	701	$12,938.71
Tackle Football	3,090	5,786	2,340	2,285	498	5,902	87			1,719	200	47	4,025	701	$26,679.71
Basketball (M)	350	6,050	90	576	243		87	279	549	1,719	200	47	4,025	701	$14,915.71
Basketball (F)	150	6,500	90	-	243		87	279	549	1,719	200	47	4,025	701	$14,589.71
Touch FB (M)	307	2,270	90	-	126					1,719	200	47	4,025	701	$9,484.71
Touch FB (F)	50	855	270	-	126					1,719	200	47	4,025	701	$7,992.71
Volleyball (M)	-	3,160	90	304	198		87	279	549	1,719	200	47	4,025	701	$11,358.71
Volleyball (F)	-	3,380	90	-	198		87	279	549	1,719	200	47	4,025	701	$11,274.71
Baseball	244	3,344	90	-	114					1,719	200	47	4,025	701	$10,483.71
Soccer (M)	735	3,007	90	-	138		87	279	549	1,719	200	47	4,025	701	$11,576.71
Soccer (F)	735	2,710	90	-	138		87	279	549	1,719	200	47	4,025	701	$11,279.71
Track and Field	1,173	-	240	-	1,098	414	87	279	549	1,719	200	47	4,025	701	$10,531.71
Field Hockey	722	2,150	272	-	126		87	279	549	1,719	200	47	4,025	701	$10,876.71
Waterpolo (M)	11,076	1,432	-	-	288					1,719	200	47	4,025	701	$19,487.71
Waterpolo (F)	14,976	721	-	-	108					1,719	200	47	4,025	701	$22,496.71
Slo-Pitch	25	345	240	-	126					1,719	200	47	4,025	701	$7,427.71
Badminton	242	-	-	-	162		87	279	549	1,719	200	47	4,025	701	$8,010.71
Cross-Country	25	-	90	-	72		87	279	549	1,719	200	47	4,025	701	$7,793.71
Tennis	90	-	-	-	72					1,719	200	47	4,025	701	$6,853.71
Misc.															$0.00
TOTAL	**51,702**	**45,698**	**8,243**	**4,125**	**3,978**	**6,316**	**1,044**	**3,069**	**6,039**	**34,380**	**4,000**	**940**	**80,500**	**14,020**	**264,480**

GHAC - membership fees and award costs

OFSAA 1 - transportation reimbursement for teams travelling to provincial championships

OFSAA 2 - membership fees

Misc. expense - Tackle Football - includes costs incurred in schools for annual equipment inspection/repair

NOTE: Facility Rentals will be reduced by approximately $45,000 in 1996 through a reciprocal agreement with the City of Hamilton

MIDDLE SCHOOL COST PER SPORT - 1995

Sport	Facilities	Officials	Medical	Security	Awards	Misc.	Subsidies	Total
Basketball (M)	-	5,010	90	-	155	-	1,200	$6,455.00
Basketball (F)	-	4,110	90	-	155	-	1,200	$5,555.00
Volleyball (M)	-	540	90	-	155	-	1,200	$1,985.00
Volleyball (F)	-	540	90	-	155	-	1,200	$1,985.00
Track and Field	525	-	330	-	555	25	1,200	$2,635.00
Slo-Pitch (M)	50	90	-	-	163	-	1,200	$1,503.00
Slo-Pitch (F)	50	90	-	-	163	-	1,200	$1,503.00
Cross-Country	50	-	330	-	425	25	1,200	$2,030.00
Swimming	5,000	250	-	-	243	-	1,200	$6,693.00
TOTAL	**5,675**	**10,630**	**1,020**	**0**	**2,169**	**50**	**10,800**	**30,344**

OTHER CONSIDERATIONS / NOTES OF INTEREST

1/ Under the terms of the Collective Agreement both male and female Physical Education Department Heads have one line in their teaching assignment for administrative duties and responsibilities. Although management of the inter-school sports program is not a part of the contractual responsibilities for Physical Education Department Heads, they report that a percentage of this administrative time is used for that purpose. As a result, an estimated expenditure has been included equal to the dollar value of a Heads administrative line x the percentage of time they report being involved with inner-school athletics.

Approximately 225 teacher coaches are involved with the secondary school Athletics Program, each contributing on average 120 hours, at no cost to the Board. In addition, approximately 125 community volunteer coaches contribute an additional estimated 15,000 hours, at no cost to the Board.

2/ There is a 1.0 FTE Secretary assigned to the Athletic Office. If a decision were made to eliminate the inter-school Athletic Program, the recommendation of the Superintendent of Program would be to adjust the assignment of that Secretary, to assume duties presently performed by a casual employee.

3/ The assignment of the Project Team Leader for Student Services and Community Linkage includes .1 FTE related to inter-school Athletics, specifically responsibilities with the IAC Directorate. If a decision were made to eliminate the Athletic Program, it would be the recommendation of the Superintendent of Program to retain the position of Project Team Leader.

4/ The athletic expenditures and subsidies reported on the previous page of this report are direct costs to the Board. These allocations do not cover the expenses of the inter-school Athletic Program. It is estimated that up to 80% of these operating expenses are raised by Physical Education staff, coaches, parents and student athletes through a variety of endeavours.

5/ As the result of successful negotiations with the Corporation for the City of Hamilton, the traditional rental expenditures have been reduced to the amount indicated on the previous page of this report. The anticipated expenditure reported will cover the cost of rental facilities not included in the agreement, such as the gymnasia at McMaster University, Mohawk College, Redeemer College and the track and field facilities at McMaster University for championship competition.

6/ Since the locker rooms that are used by inter-school athletic teams are the same facilities that are used by Physical Education classes, no expenditure has been reported for caretaking.

7/ If a decision were made to eliminate the Athletic Program, the position of Sports Convenor would no longer be required and that person would be entitled to the estimated severance payout included in this report.

8/ Since the basic per pupil grant received from the Ministry of Education & Training is used to cover the costs of the instructional program and since the Athletic Program is a co-curricular program, no percentage of the basic per pupil grant has been posted in the report as an offsetting revenue.

Since there is no grant to support the Athletic Program, the elimination of the Program would result in no loss of grant.

9/ Based upon the existing recent record of students transferring from the Hamilton Public Secondary system to our co-terminous Board, a possibility exists that if a decision were made to eliminate the Athletic Program in this Board and no similar decision were made by our co-terminous Board, a number of students may transfer. Such a transfer by any student would result in the loss of the basic per pupil grant of $5100 and a possible re-direction of assessment. As a result, a decision to eliminate the inter-school Athletic Program may have a negative impact on revenues received by the Board through grant and local assessments.

ALTERNATIVES:

1/ Renegotiate clause 25.07 of the collective agreement between the Board of Education for the City of Hamilton and OSSTF, replacing the requirement of both a boys and girls Physical Education Department Head, with a Physical Education Department Head and two Assistant Department Heads in each school. It will be the responsibility of one of the Assistant Department Heads to administer either the boys or girls Physical Education program. It will be the responsibility of one of the Assistant Department Heads to administer both the boys and girls Athletic Programs The estimated savings realized by such a change would be $237,500.

The reduction in administrative time available to Physical Education staff to address inter-school athletics will result in an increased workload for the Sports Convenor.

2/ The expansion of the use of "participation fees". A form of "participation fees" exists in relationship to many of the inter-scholastic sports ie. participants are required to purchase personal equipment and in some schools purchase an activity card as a requirement for participation. Expansion of the use of "participation fees" would assist in reducing the athletic expense and athletic subsidy expenditures.

3/ Aggressively pursue corporate donations and sponsorships.

4/ Eliminate the position of Sports Convenor and have the co-ordinating responsibilities assumed by teacher coaches for each sport who would be paid a stipend.

STAFFING FOR REGULAR PROGRAM MIDDLE SCHOOLS BASED OI
REVISED: FEBRUARY 1995

EXAMPLE

TYPE OF STAFF	REGULAR PROGRAM STAFF ALLOCATION RATIO	90% OF REGULAR PROGRAM STAFF ALLOCATIO RATIO	[redacted] ENROL	RATIO STAFF
JRK @ 19	39.6	35.64	40	1.12
KGN @ 21.5	44.8	40.32	44	1.09
GR 1 SEE NOTE	22.5	20.25	43	2.12
GR 2 SEE NOTE	22.5	20.25	41	2.02
GR 3	25.82	23.238	48	2.07
GR 4	27.28	24.552	41	1.67
GR 5	27.28	24.552	32	1.30
GR 6	27.28	24.552	109	4.44
GR 7	28.69	25.821	100	3.87
GR 8	28.69	25.821	111	4.30
ASSESSMENT	6			
AUTISTIC	6			
BEHAVIOUR	8		8	1.10
COMPREHENSI	12		16	2.20
DEVELOP CHAL	10			
G.L.D.	16			
PRIM G.L.D.	12			
GIFTED	25			
HARD OF HEARI	12		6	1.10
MULTIPLE	6			
ORTHOPAEDIC	12			
S.L.D.	8		8	1.10
SPEECH	10			
STAFF WITH CLASSES				29.51
ADDITIONAL TYPE 1 STAFF				
GUIDANCE				0.95
L.R.T.				1.93
LIBRARY				1.93
E.A.S.L.				
ADDITIONAL TYPE 2 STAFF				
F.S. & D.T.				1.04
SPECIAL ASSIGNMEMT				
VICE PRINC				1.00
PRINCIPAL				1.00
TOTAL ENROLMENT			647	
TOTAL FORMULA STAFF				37.36
PLUS 2% CONTINGENCY				38.10

NOTE: Collective Agreement for grade 1 & 2 requires 24.75. 22.5 is Boa

FILE - a.94MID7.WK1

ALTERNATIVE MODELS FOR THE DELIVERY FOR NON-MANDATED ELEMENTARY PROGRAMS IN NEIGHBOURING BOARDS

The following information indicates the models for program delivery used by neighbouring Boards related to the following non-mandated programs:

	HAMILTON-WENTWORTH ROMAN CATHOLIC SEPARATE SCHOOL BOARD	WENTWORTH COUNTY BOARD OF EDUCATION
Library/Resource Centre	By collective agreement, each elementary school is assigned a teacher-librarian. The percentage of an FTE assigned is based on a formula. Approximately 50% of the schools have a 1.0 FTE with the remainder being assigned something less than 1.0 FTE. No school has more than a 1.0 FTE.	By collective agreement, each elementary school is assigned a minimum of .5 FTE teacher-librarian. The assignment is increased on a ration basis to a maximum of 1.0 FTE. Approximately 33% of the schools have a 1.0 FTE assigned to the Library.
Family Studies	Not offered in the elementary schools.	Offered to grades 7 and 8 but not to grade 6. Program is staffed as we do, with a regular class being split, with one half attending Family Studies, while the other half attends Design and Technology/
Design and Technology	Not offered in the elementary schools.	Offered in grades 7 and 8 but not grade 6. Staffing similar to the method indicated above for Family Studies.
Guidance	No guidance counsellor position in elementary schools. Guidance responsibilities assumed by social workers, teachers and Vice-Principals.	No guidance counsellor position in elementary schools. Guidance responsibilities assumed by social workers, teachers and Vice-Principals.
Instrumental Music	Not offered in the elementary schools.	Offered in only 3 school. No additional funding from Board to cover related expenditures.

January 30, 1996

STATUS REPORT

WORKING GROUP - USER FEES

Mandate

To: (1) Identify programs/services, elementary, secondary and central that could apply user fees.

(2) Establish the current estimated cost of each program/service considering only those cost elements that could be reduced through user fees.

(3) Determine for each program/service
(a) impact - advantages/disadvantages
(b) possible fee to be charged
(c) revenue produced as a result of the fee
(d) actions/processes/required for implementation
(e) possible beginning date for implementation

(4) Collaborate and communicate as appropriate

Process

- Mandate agreed to in principle in late December through electronic communication.

- Meeting (January 10)
  -mandate approved, identification process enacted, items collated, sub-groups formed for data collection.

- Meeting (January 24)
  -groups reported findings.

- No further action to be taken at this time.

- Awaiting any further direction.

Areas For Exploration	Potential Savings 1996
• Lunchroom - elementary	$18,000 ($1 per day) = 3,240,000 x $\frac{4}{10}$ = $1,296,000
• Senior Kindergarten	2,900 x $220 x $\frac{4}{10}$ = $255.200
• Textbooks - elementary	20,000 x $10 = $200,000
• Instructional supplies - elementary	27,000 x $10 = $270,000 x $\frac{4}{10}$ = $108.000
• School Agenda, Planners	7,300 x $2 = $14,600
• High cost instructional supplies, courses	secondary e.g. Visual Arts, Drama, Photography, Woodworking, Music - unable to cost
• Repeat, upgrade credits	$50 per course unable to cost for system
• Summer school, night school credits - textbooks & supplies	$20 x (1478 + 1346) = $56,480
• Credits in excess of required 30 for graduation	unable to cost. Possible formulae that could be applied.
• Psychological, Speech/Language assessments	unable to cost
• Flat fee (inclusive) secondary	$25 x 12,000 = $300,000
• Co-curricular interscholastic sports	see Non-Mandated program report.

OUT-SOURCING WORKING GROUP
REPORT TO THE OPERATIONS AND FINANCE COMMITTEE - JANUARY 30, 1996

INITIATIVE	OVERVIEW	TIMELINE
Health and Safety	To determine the potential for reducing the current costs of specific support services of the Board's operations through out-sourcing. To develop a framework for preliminary operational and financial information.	
Cleaning Services		
Payroll Services		
Psychological Services		
Speech and Language Services		
Social Worker Services		
Adjustment Services		
Vehicle Leasing		
Printing Services		
Security-Parking Services		
Computer Services		
Asbestos Control Services		
Maintenance - Plumbing, Electrical		
Energy Management		

RESOURCES:

- Human Resources
- Program
- Administrative and Operational Services
- Financial Services
- ?
- ?
- ?
- ?
- ?

IT IS THE INTENT THAT, WHEREVER POSSIBLE, THE FOUR SUPERINTENDENTS WILL PROVIDE RESOURCES AND SHARE INFORMATION IN A SUPPORTIVE AND COLLABORATIVE ROLE TO ASSIST IN ACHIEVING THE INITIATIVES THROUGH COST SAVINGS OR GREATER EFFICIENCY.

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1996 02 06

Confirmation of the minutes of the regular meetings of 1995 12 12 and 1996 01 09 and special meeting of 1996 01 23.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials to the Presentations by: - **Pages 1 to 5**
   .Theatre Aquarius
   .Hamilton Art Gallery

NEW BUSINESS:

1. Budget Meeting Dates

2. Presentation by the Ontario Public School Boards Association

3. 1996 Membership Fees:
   a) Canadian Education Association (CEA) - $3,702.51 **Pages 6 to 8**
   b) Ontario Education Research Council (OERC) - $725.00 - **Page 9**
   c) Ontario Public School Boards Association (OPSBA) -$64,096.21 - **Page 10**
   d) Association française des conseils scolaires de l'Ontario (AFCSO) - $2,419.54 - **Page 11**

4. Report on Technological Implementation Plan - **Pages 12 to 30**

5. Resolution from the Essex County Board of Education re one publicly funded educational system [Referred at 1996 01 18 Board] - **Page 31**

6. Resolution from the Sault Ste. Marie Board of Education re reduced transfer payments and reduction in income tax [Referred at 1996 01 18 Board] - **Pages 32 and 33**

7. Request for a Liquor Licence - Barton Secondary School 35th Anniversary

8. Trustee meeting with local Members of Provincial Parliament - requested by Trustee Johnstone

9. Trustees' Budget - requested by Trustee Mulholland

10. Report of the Special Education Advisory Committee - **Pages 34 and 35**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 36 and 37**

TO: The Chairman and Members
Operations and Finance Committee
1996 02 06

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer
D. Sage
Manager, Property, Audit and Assessment
B. Jazvac
Principal, Westmount Secondary School
J. Leek
Principal, Strathcona Elementary School
D. Dunford
Literacy Project Team Leader

RE: **THEATRE AQUARIUS AND ART GALLERY OF HAMILTON - MANAGEMENT'S RESPONSE TO THE REQUEST FOR SUPPORT OF A PRIVATE MEMBER'S BILL GRANTING PROPERTY TAX RELIEF**

REPORT: **FOR DECISION**

BACKGROUND:

In April, 1995 Theatre Aquarius Inc. requested support for their position to seek property tax exemption through a Private Members Bill. At the September meeting of the Operations and Finance Committee the Art Gallery of Hamilton expressed their desire to proceed, in a similar fashion, and request leave from property taxation. Following the Art Gallery presentation, a report responding to Theatre Aquarius' request was referred back to officials (APPENDIX A, Theatre Aquarius Report). Subsequent to the referral, a staff committee was formed to explore the program initiatives, opportunities and associated costs of both the Art Gallery and Theatre Aquarius' proposals. During November and December, 1995 separate meetings were conducted with committee and organization representatives. The following table outlines those in attendance.

BOARD OF EDUCATION	ART GALLERY OF HAMILTON	THEATRE AQUARIUS
Paul Shewfelt, Superintendent of Financial Services and Treasurer	Ted Pietrzak, Executive Director	Pam Lakin, General Manager
Daryl Sage, Manager, Property, Audit and Assessment	Jennifer Kaye, Co-ordinator of Learning and Visitor Services	Steve Newman, Production Director
Beth Jazvac, Principal, Westmount Secondary School		Lou Zamprogna, Head/Theatre School
John Leek, Principal, Strathcona Elementary School		Mary Fulford-Winsor, Head of Wardrobe
Doug Dunford, Literacy Project Team Leader		Luigi Borghesan, Master Carpenter
		Nigel Wallace, Director/Marketing
		Chris McHarge, Director

Art and Drama are integrated bridges between learning and life. The Art Gallery and Theatre Aquarius teach history, personal expression, multiple points of view, human relationships, science and how the people of the past have dealt with tough times. Art and Drama give voice to our hopes for the future. These institutions draw people to Hamilton. They form part of the soul of our community.

Our secondary students have benefited from Co-op placements, school programs, access to Arts professionals, technical advice, career information and curriculum partnerships especially with the Art Gallery.

The Art Gallery and Theatre Aquarius have worked hard to create an invitational atmosphere. Several thousand of our students visit them each year. The Art Gallery's Education Department alone has provided generous assistance in the development of curriculum materials, the inservicing of teachers, and the sharing of curriculum resources, often free of charge. The Art Gallery has also been the site of many teacher meetings and professional development opportunities.

Students need contact with professional Arts experiences. These experiences are fundamental to learning, to the development of integrated intelligence and to connecting with global realities. Arts experiences are intimately connected to the managing of the multimedia aspect of the information revolution.

Throughout the entire consultative process, there was complete understanding that all three organizations must balance program and service offerings within the economic climate in which all are burdened.

ISSUE:

To apprise trustees of the effort made by all three organizations to explore the issues surrounding the request for tax exemption.

RECOMMENDATIONS:

1. That the Board of Education for the City of Hamilton not support the request from Theatre Aquarius for relief from the education portion of the municipal tax arrears, penalties and interest which has accumulated on the property to date.

2. That the Board of Education for the City of Hamilton not support the request of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

3. That the Board of Education for the City of Hamilton not support the request of The Art Gallery of Hamilton to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

RATIONALE

As referenced in the rationale of Appendix A, both the City of Hamilton and the Region of Hamilton Wentworth have supported the requests for municipal tax exemption. Reports submitted to the respective councils indicate that the revenue loss to be experienced by granting exemption would be offset by grants paid to both the Art Gallery and Theatre Aquarius. From a Board perspective, approximately $1.3 million of assessment would be eliminated from taxation representing approximately $260,000 in annual education revenues. With no offset position, this would be a direct loss to the Board. Any potential revenue loss would place added pressure on further expenditure reduction or increase in taxation.

We regret the financial position that the Art Gallery of Hamilton and Theatre Aquarius have found themselves in. The students and staff of the Hamilton Board of Education benefit greatly from their relationship with these two cultural institutions. Our students most definitely need to continue their long term relationship with both the Art Gallery of Hamilton and Theatre Aquarius. Utilization of both the Art Gallery of Hamilton and Theatre Aquarius will be supported by staff and students on an admission fee basis. There may also be the opportunity for these organizations to appeal the assessed value of their properties through the Regional Assessment Office, Assessment Review Board or Ontario Municipal Board.

Decisions to reduce a volatile assessment base places added pressure on mill rates. Since the public board is the largest taxing body within Hamilton, all ratepayers would benefit from the recommendations that support the preservation and growth of the public school base.

APPENDIX A

TO: The Chairman and Members
Operations and Finance Committee
1995 09 12

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer

PREPARED BY: D. Sage
Manager, Property, Audit and Assessment

RE: **THEATRE AQUARIUS - REQUEST FOR SUPPORT OF A PRIVATE MEMBER'S BILL GRANTING PROPERTY TAX RELIEF**

REPORT: **FOR DECISION**

BACKGROUND:

Theatre Aquarius Inc. is a not for profit professional theatre company which was founded in 1973. In 1991 the Theatre moved to the duMaurier Centre. Since that time, they have experienced financial difficulties resulting from revenue shortfalls and escalating expenditures. The Region of Hamilton Wentworth supports Theatre Aquarius through an annual operating grant of approximately $100,000. The City of Hamilton's share of this grant is approximately 72% . The Board of Education for the City of Hamilton does not provide any grant towards the operation of Theatre Aquarius.

Since January 1, 1992, Theatre Aquarius has outstanding property taxes, including interest and penalty, amounting to $764,000 of which $367,000 is attributed to education. Realty taxes levied for 1995, based on a $400,000 assessment, are $167,000. Of this levy, 48% or $80,000 impacts on current Board revenues .

Property taxes in arrears for three years are subject to registration by the City of Hamilton. One year following registration, the City can initiate action to sell the property for the outstanding tax arrears. To date, the City has not registered the duMaurier Centre property.

At the April meeting of the Operations and Finance Committee, executives from Theatre Aquarius outlined their proposal to seek exemption from municipal taxation through a Private Member's Bill. In order for the process to begin, Theatre Aquarius requires unanimous support of Regional Council, City Council and the Board of Education in this matter.

On May 16, 1995, Regional Council adopted the following recommendations:

a) That the Region of Hamilton-Wentworth support the initiative of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes; and

b) That Theatre Aquarius submit to the Region a repayment plan to resolve the current property tax arrears.

At the August 29, 1995 meeting of Hamilton City Council, the following resolution was approved:

(a) That the City of Hamilton support the request of Theatre Aquarius for a Private Members Bill for tax exempt status, on the condition that it apply only for the duration of the Theatre's present mortgage of approximately fifteen (15) years;
and,

(b) That Theatre Aquarius submit to the City Treasurer a plan for repayment to the City of the current tax arrears owing.

ISSUE:

For trustees to accept or reject Theatre Aquarius' request of the Board of Education for the City of Hamilton to support their proposed Private Member's Bill thereby granting tax exemption from municipal property taxation.

RECOMMENDATIONS:

1. That the Board of Education for the City of Hamilton not support the request from Theatre Aquarius for relief from the education portion of the municipal tax arrears, penalties and interest which has accumulated on the property to date.

2. That the Board of Education for the City of Hamilton not support the request of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

3. That the Board of Education for the City of Hamilton adopt a policy that is focused on the preservation and expansion of the public school assessment base.

RATIONALE

Both the Region and the City have rejected Theatre Aquarius request for relief from outstanding taxes. As a result, Theatre Aquarius has indicated that the Board could limit its consideration to the impact of relief of future taxes only.

Financial Impact Of Relief From Future Taxes *(based on 1995 Total Property Tax of $167,000)*

	Share of Property Taxes			Net $ Share of Revenue Loss
Region of Hamilton-Wentworth	27%	$ 45,090		
City of Hamilton	25%	41,750	$86,840	
Less: City's Share of Operating Grant			(72,500)	$14,340
Board of Education	48%			80,160
Net Impact on Hamilton Ratepayer				$94,500

Should the request for exemption from municipal property taxation, be supported, the combined impact on the Hamilton taxpayer would be approximately $94,500 based on the assumption that grants paid by the Region to Theatre Aquarius would be discontinued. Since the Board cannot offset any of the revenue loss against grants paid to the Theatre, the Board will absorb 85% of the net loss or $80,000 annually.

In addition, the Private Bills Committee of the Legislature has adopted the position that private bills must provide for school board agreement before property taxes for a charitable or non-profit organization's property may be written off for education purposes. As a result, any loss in school taxes will no longer flow from circumstances beyond the school board's control but in fact will be the direct result of a board decision. In order that the financial consequences of such decisions remain with the board, the 1995 grant regulations will be revised such that tax write-offs as a result of private bills passed in 1994 and thereafter will not be eligible for grant recognition under the change in tax revenue grant.

RATIONALE *continued...*

Overall growth in the Hamilton Assessment base has slowed considerably in the last 4 - 5 years to the point whereby over the past two years the assessment base has actually declined by $1.5 million. As the base declines, greater burden is placed on the remaining taxpayers. Support for Theatre Aquarius will reduce approximately $400,000 of assessment from taxation.

In 1993, the Hamilton and District Chamber of Commerce appealed to the Board to limit tax increases. Both social and economic pressures are being translated into business failures and businesses' inability to sustain tax responsibilities. This has become increasingly apparent in the Board's charge back of taxes climbing by 27% to approximately $4 million in 1995.

Trustees have minimized the effects of a declining revenues on local ratepayers by reducing more than $25 million in Board expenditures over the past two years. Should revenues continue to be eroded, further expenditure reductions may be necessary in order to stabilize future mill rate increases.

For the period 1996 to 1998, sharing of publicly traded corporate assessment will be based on enrolment. Special compensation to public boards will be frozen at the 1995 level. These pooling issues combined with mandates from the new Provincial Government will further strain efforts to sustain educational services relying on these revenues.

Presently, the Art Gallery of Hamilton has made successful presentations to both Regional and City Councils for municipal property tax exemption. Total 1995 taxes levied against the Art Gallery property, based on a $914,000 assessment, are approximately $367,000. The Board's share of this tax revenue is estimated at $176,000. Should consideration be extended to both Theatre Aquarius and the Art Gallery of Hamilton by this Board, an additional $261,000 would be added to the 1996 charge back of taxes while $1.3M worth of assessment would be eliminated from public taxation.

It is unknown as to the extent of future requests from charitable or non profit organization for relief from municipal taxation. In an effort to preserve the local assessment base and minimize future requests for tax relief, the development of a Board policy statement that supports a growth philosophy would provide guidance to the ratepayers of the City of Hamilton.

CANADIAN EDUCATION ASSOCIATION
Suite 8-200, 252 Bloor Street West
Toronto, Ontario M5S 1V5

ASSOCIATION CANADIENNE D'ÉDUCATION
Bureau 8-200, 252, rue Bloor ouest
Toronto (Ontario) M5S 1V5

TEL: (416) 924-7721
FAX: (416) 924-3188
E-mail: acea@ bookup.net

December 6, 1995

Mr. Donald Goodridge
Director of Education and Secretary
Hamilton Board of Education
P.O. Box 2558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Goodridge:

Your subscription to the CEA Information Service will end on December 31 and we do hope you will renew it for the coming year. Please act now to ensure you continue receiving CEA's useful publications, like our *1996 Handbook* available in January.

We had a very productive year in 1995 and we believe you have benefited from the practical CEA publications that came your way. The latest one, *Making Sense of the Canadian Charter of Rights and Freedoms*, reflects the kind of services CEA provides: clear, condensed, and factual information on topics that matter to school boards. The national report of the *Exemplary Schools Project*, which you received in September, points out the varied methods schools use to be successful. We're proud to draw national attention to this "good news" study that promotes what is working well in our secondary schools.

The attached flyer outlines what your board receives as a subscriber to CEA's Information Service. Keep on top of current developments with our 1996 reports on the financing of education, dealing with disruptive behaviour in the classroom, and alternative forms of funding. That last report should draw your attention. In these days when austerity has become a constant companion, any help with funding is welcome!

The invoice is left blank, as usual. Please fill in your student enrolment and calculate the fee to be paid according to the new fee structure approved in September by CEA's Board of Directors. **Once again, there are no fee increases in 1996**, the second year in a row that CEA has been able to hold the line.

The last attachment gives the maximum number of copies of regular and special publications your board is entitled to receive. If you need fewer than the maximum, please indicate so. Any savings we can realize will help us keep prices down.

Kindly return the attachment, the invoice, and fee to us, and your publications will be sent to you as they are released. It was a pleasure serving you in 1995 and we look forward to doing so in 1996. If I can be of any assistance, please call me.

Yours sincerely,

Brigitte Lee

Brigitte Lee
Assistant Director

Att.

The Advantages of Subscribing to the CEA Information Service

School Boards Belonging to the CEA Information Service in 1996 receive:

CEA's regular publications:
- *Newsletter* (nine times a year)
- *News Bulletin/Le petit bulletin* (every two weeks during the school year)
- *Education Canada* — CEA's quarterly national education magazine
- *The President Reports*
- *CEA Handbook*
- *The School Calendar*

CEA special reports on topics of current concern:

CEA's practical reports examine issues of concern from a national perspective. In 1995, publications on secondary schools in Canada, improving school attendance, a user-friendly handbook for educators on the Charter of Rights and Freedoms, and an inventory of educational research units were produced by CEA. Some of our scheduled publications for 1996 include:

- ***Alternative Funding*** — innovative measures schools and school boards are using to raise funds by Dr. Lawrence Tymko.

- ***The Public Financing of Education in Canada*** — in this update and expansion of his popular 1987 book, Dr. Stephen Lawton of the Ontario Institute for Studies in Education will outline how elementary/secondary and post-secondary education are financed in Canada.

- ***Dealing with Disruptive Behaviour in School*** — will offer helpful strategies to deal with students in regular classrooms who disrupt the class with their inappropriate behaviour.

You also are entitled to the confidential report that CEA publishes each year on the salaries of school board officials. The topics above are only a partial listing since the Advisory Committee on Communication and Marketing Services will recommend more reports at their February meeting.

Other benefits:

✔ **Discount on bulk orders** — Information Service Boards who wish to purchase additional copies of any CEA publication receive a 20% discount for 1-19 copies and a 25% discount for 20 or more copies.

✔ **Reduced Fees for the Annual CEA Convention** — You receive a rebate of $90 for one official member of your organization who attends. From October 1 to 4, 1996, the Convention will take place in St. John's, Newfoundland, under the theme *Nets and Networks: Premises, Parameters and Perspectives*.

The CEA also offers other professional development activities like the Short Course for Educational Leaders, which will be held in Mont Tremblant, Québec, from May 4 to 11. The 1996 theme is guaranteed to strike a cord — *School Renewal in a Period of Financial Constraints*.

✔ **Priority Access to CEA's Information Resources** — The CEA's specialized library of reports, clippings and books on education contains up-to-date information from across the country. Information Service Boards receive priority access to these information resources — prompt attention to in-person, telephone and mail inquiries.

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252 Bloor Street West
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Mr. Donald Goodridge
Director of Education and Secretary
Hamilton Board of Education
P.O. Box 2558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

GST - TPS NO. R100763416

FAX (416) 924-3188

YOUR ORDER/VOTRE COMMANDE RENEWAL

DATE December 6, 1

Subscription - CEA Information Service
January 1, 1996 to December 31, 1996

41,139 X 9 ¢
(number of students as of September) (see fee structure below) $3,702.51

Fewer than 3,500 students	**$345.00**
Between 3,501 and 40,000	**10¢ per student**
Between 40,001 and 60,000	**9¢ per student**
Over 80,000	**8¢ per student**

GST Nil

TOTAL $3,702.51

PLEASE RETURN ONE COPY OF THIS INVOICE WITH YOUR PAYMENT
VEUILLEZ RETOURNER UNE COPIE DE CETTE FACTURE AVEC VOTRE PAIEMENT

ONTARIO EDUCATIONAL RESEARCH COUNCIL
CONSEIL ONRARIEN DE RECHERCHES PÉDAGOGIQUES

SUSTAINING MEMBER

Our Board would like to enrol as a Sustaining Member of OERC/CORP for the calendar year beginning January 1996.

Name of Board: The Board of Education for the City of Hamilton

Address: 100 Main Street West

City: Hamilton Province: Ontario Postal Code: L8N 3L1

Name of Chairperson: Robert Stewart

Name of Director of Education
and/or Secretary: _____

No. of Schools: 114

* A cheque in the amount of $725.00 is enclosed.

Please make cheque payable to O.E.R.C. and send to:

O.E.R.C.
c/o Canadian Education Association
252 Bloor Street W., Suite 8-200
Toronto, Ontario M5S 1V5

SUSTAINING MEMBERSHIP RATES

1,000	-	or fewer pupils	$75
1,001	-	2,000	$125
2,001	-	4,000	$225
4,001	-	6,000	$325
6,001	-	8,000	$450
8,001	-	10,000	$550
10,001	-	and over	$725

GST # R107797599
* This item is GST free

O P S B A

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE 18TH FLOOR TORONTO, ONTARIO M5G 1Y8 TEL: (416) 340-2540 FAX: (416) 340-75[illegible]

INVOICE TO: Chairperson
Hamilton Board of Education
P.O. Box 2558
100 Main Street West
Hamilton, Ontario
L8N 3L1

DATE: January 1, 1996	INVOICE NO: 30[illegible]

QUANT.	DESCRIPTION	AMOUNT
	1996 Membership Fee (Membership fee includes one subscription of Education Today magazine per Trustee)	$ 59,903.00

GST Registration No. R107800344
Terms of payment:
Membership fees due January 31, 1996.
Late payment subject to 1 1/2% interest charge per month, effective April 1, 1996.

Total	59,903.00
Fed. GST	4,193.21
Sub. Total	64,096.21
Prov. Sales Tax	
Freight	
TOTAL	64,096.21

WHITE FORM - CUSTOMER COPY YELLOW FORM - REMITTANCE COPY PINK FORM - ACCOUNTING COPY

COTISATION A L'AFCSO 1996-1997

Nom du conseil: **CÉD HAMILTON**

PRÉLEVEMENT DE LA COTISATION DU 1ER AVRIL 1996 AU 31 MARS 1997

Taux de cotisation:	Premier 100 effectifs quotidien moyens résildents et non résidents	**750.00$** cot. min.
	Effectifs quotidiens moyens résidents et non résidents au-delà de 100	**3.75$** par eff.

Calcul pour la période du 1er avril 1996 au 31 mars 1997		
❒ Nombre d'effectifs quotidiens moyens résidents et non résidents inscrits dans vos écoles et modules de langue française au 30 septembre 1995.		
- au palier élémentaire		0 (a)
- au palier secondaire		503 (b)
❒ Total de (a) + (b) = (c)		503 (c)
❒ Cotisation minimale de base de 750$ pour les 100 premiers eqm - r & n-r		750.00$ (d)
❒ Cotisation par eqm - r & n-r après les 100 premiers eqm - r & n-r à 3.75$: (c - 100) X 3.75$ =		1 511.25$ (e)
❒ Le total pour la période de 12 mois: (d) + (e) = (f)		2 261.25$ (f)
* *		* * * * * * * * * * *
❒ **Cotisation totale**		2 261.25 $
❒ TPS à payer (7%) (#R124019662)		158.29 $
❒ **Total à payer à l'AFCSO pour l'année 1996-97**		2 419.54 $

* Veuillez faire parvenir votre chèque dès que possible à l'AFCSO au 435, boulevard St-Laurent, Bureau 211, Ottawa, Ontario K1K 2Z8

Réservé à l'administration			
AFCSO:	TPS:	Total:	Solde:

1996 02 06

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative and Operational Services**
L. Dixon, Manager - Technical Services

RE: **Update on Technological Implementation Plan**

REPORT: **Information and Decision**

BACKGROUND:

1. In January 1995 the Board approved the goals for achieving Technological Implementation (Appendix A) and also that the I.I.S. Strategic Plan become one part of the System Technological Implementation Plan. (Appendix C)

2. Toward achieving technological implementation across the Board, activities throughout 1995 have been in line with the goals for technological implementation. The consolidation of administrative and instructional computing for these goals is enabling the movement toward technical standards and a stable computing environment. (Appendix A)

3. The Steering Committee recommended to be established by May 1995 to develop a comprehensive technological plan could assist reaching the goals of technological implementation by considering a mandate to support these goals and assure coordination across the system.

4. In June 1995 staff involved in the Integrated Information System presented a demonstration of all three segments of the Integrated Information System (Employee Information System, Financial Information System and Student Information System). Those features that related to financial information were selected as the focus was an update to FIS.

5. Time and effort over 1995 has been redirected to the Budget Process, downsizing and restructuring of three Superintendencies. This has made it difficult to sustain momentum on the many parts of the priority for technological implementation. Consequently only some aspects of the Plan have received a high level of emphasis in 1995. The top priority has been the acquisition of Classroom Computers (GEMS) and the installation of upgraded equipment and software to support financial information systems.

ISSUE:

To update the Board on the Technological Implementation Plan and determine Board support for 1996 targets.

RECOMMENDATIONS:

1. The Technological Implementation Plan update be received for information. (Appendix A)

2. The summary of estimates for 1996 be approved , subject to Budget Review. (Appendix E)

3. The focus for 1996 be to continue to address the classroom by upgrading remaining obsolescent equipment, reviewing network installations and reviewing the Student Information System.

RATIONALE:

1. Appendix A summarizes the range of activities that have taken place during 1995 and highlights the targets to achieve in order to advance the plan for technological implementation.

2. The summary of estimates for 1996 outlines the fixed costs for both instructional and administrative computers. The final figures for classroom computers is subject to the release of information for the 1996 GEMS Grant.

3. While a number of activities will continue on as outlined in Appendix A two targets will be overriding priorities and receive greater emphasis. The first is to sustain the upgrading of classroom computers (including networking) and thus stabilize the computing environment in the classroom. The second is to focus on the Student Information System (SIS) and as a result bring to an end the IIS Strategic Plan.

APPENDICES:

Appendix A	Technological Implementation Plan Update on Activities
Appendix B	Status of I I S Project
Appendix C	Framework for Technological Implementation
Appendix D	Classroom Computer Group - Acquisition Plan from 1995 - GEMS
Appendix D1	1995 Classroom Computer Acquisition - Actuals
Appendix D2	Financial Plan for Classroom Computer Acquisition
Appendix E	Summary of 1996 Estimates for Administrative and Instructional Computers
Appendix F	TIPP - Technology Incentive Partnership Program

TECHNOLOGICAL IMPLEMENTATION PLAN

GOALS

- Recognition that putting people, process and participation first is critical to successful technological implementation.
- Acceptance and use of corporate wide standards for infrastructure, hardware and peripherals, and processes and procedures.
- An infrastructure that will enable flexibility at an affordable level according to the need of the end user.
- A seamless environment between instructional and administrative technologies.
- A training and development program that is dedicated to technological competency (literacy, numeracy, maintenance) for all students and staff in relation to the level at which applications will be required.
- Frequent communication about the goals of this plan

Update on activities carried out during 1995 towards technological implementation.

GROUP	GROUP FOCUS	1995 ACTIVITY/ROLE	1996 TARGET
1. SENIOR MANAGEMENT	**Consensus Agreement on the following Fundamental Goal identified in the Director's Memo to Trustees about System Goals for 94/95 :** Awareness, understanding and acceptance by the organization for both instructional and administrative purposes of the need for a Technological Implementation Plan that will result in a cost effective , flexible infrastructure through the development of universal corporate standards.	- supported need to have standards through budget decisions - open to partnerships to prepare teachers for the future of technology in the classroom	- development with Brock University of teacher training program utilizing technologies as the teaching and learning model - collaborate with Brock , Ministry, IBM, and partner Boards in TIPP (Technological Incentive Partnership Proposals) projects (Appendix F)
STEERING COMMITTEE	motion at Program for Director to form a Steering Committee to develop comprehensive technological plan	Committee has not been brought together to date as many of the activities have been underway or under development/ time has not been available for staff involved in technologies to prepare presentations for the Steering Committee	- reconsider mandate of Steering Committee and target to convene in Spring
2. INTEGRATED INFORMATION SYSTEMS PROJECT TEAM	**Mandate :** develop, implement and maintain shared board-wide systems that provide accurate, timely and reliable information to meet the needs of all clients. "	- for update of Project see Appendix B - restructuring report for the three Superintendcies is based on the strengths of technologies and the need for processing changes eg. work orders	**FIS** - implementation of desktop driven strategies, changes in financial processing **SIS** - target System for 1996 - Review Current System and raise level of awareness of SIS - identify necessary changes, develop plan for change

APPENDIX A

GROUP	GROUP FOCUS	1995 ACTIVITY/ROLE	1996 TARGET
3. **I. I. S. SECRETARIAL LIAISON GROUP (Elementary and Secondary)**	**Mandate:** work along with the I.I.S. Project Team and Human Resources to develop an implementation plan for all new processes that will affect Secretaries in Schools; test out processes and support implementation	-developed and completed survey of school secretaries, summarized results in report and developed purpose of school office for review by system - will work in conjunction with H.R., Principals and Managers to link to role of new technologies in the school office	- Process Change Team to work with H.R. to identify how Offices must change to utilize systems available in order to process work and to insure standards - plan out steps to complete this
4. **GEMS - CLASSROOM COMPUTER GROUP (C. C. G.)**	**Mandate:** to insure through a consultative process the purchase or acquisition of classroom computers, peripherals, software, training and inservice that is consistent with Program Goals and System Wide Technical Standards.	- through GEMS allocation and 1995 Budget have focussed on obsolencent equipment and stabilizing the classroom computing environment (Appendix D) - have used a combination of purchase and lease to upgrade equipment - 3 Network Pilots	- continue to focus on obsolesence and network infrastructures - shift focus to Program and Integrating Computers Across the Curriculum targetting 1997 as transformation year - sustain financial support on an annual basis (Appendix D1)
5. **SITE ADMINISTRATORS - CLASSROOM COMPUTERS**	**Mandate:** under review, however working through Ruth Brandon (Elementary) and Avanell Scherer (Secondary) and in concert with Len Dixon to support the implementation of the Integration of Computers across the Curriculum.	- identified/confirmed acquisition plan - varied level of participation and role school by school - realized time to change role from technical focus to program focus	- review role - change focus to Program issues instead of technical issues
6. **COLUMBIA GROUP / School Library Technologies**	seeking solution for the Automated School Library System for 25 sites; starting to raise the need to define a longer term solution for all Libraries in terms of information management technology	- funding has made solution difficult to work out - equipment available for sites - lease agreement ready for license - will be made available to sites able to maintain annual fee	- examine key information technologies to be managed through H. Paikin Library - Program and A/O to develop 2 year implementation plan along with the examination of the consolidated services from restructuring
7. **TELECOMMUNICATIONS**	Group of Principals, Administrative Assistants and staff from Systems to review and update standards for use across the system, including fax, modem, training and other telephone related topics.	- examined state of current system and distribution of equipment, lines and services - developed draft policy and procedures to be reviewed by system	- finalize material and move to implementation which includes training
8. **TRUSTEE COMMUNICATION**	Working with Policies for the use of new technologies by Trustees for communication and information	- installation of home link - training for PROFS and some online for SIS - procedure for communication in school newsletters for Trustees	- not determined at this time
9. **SEPTEMBER MINISTRY REPORT - RE-ENGINEERING GROUP**	Representation at Ministry of Education Level to examine how to automate the collection of school data for reporting to the Ministry of Education and Training	- provided input to examination of this topic - project moved into pilot over Fall - waiting for results	- changes in SIS will be related to Ministry requirements for online reporting of data from all sites that input student information

APPENDIX B

Integrated Information System - Update

Employee Information System (EIS)

1. The new database of employee information is complete and Human Resources staff are using the system to support their work. For example, all employee absence is now entered into the system directly from the schools and departments and a system of absence monitoring has been implemented. Also the system components that support the staffing process are currently being used to review second semester staffing.

2. The work in 1995 has been related to providing a data structure that will support the new payroll system. Much of the data has been transferred from the old system to the new and is now updated on-line by various system clients. Significant efforts are still ongoing to authenticate and update employee records with respect to assignments, employment history, service credits and qualifications.

3. The next and final phase is to implement a system of information reporting. This will include both regular and ad hoc needs. Many ad hoc reports are already being prepared with QMF (Query Management Facility).

Financial Information System (FIS)

1. Development work in Technical Services has concentrated on transferring financial information from the mainframe system to the new Finance Network for reporting and analysis using workstation software tools. To allow the use of up-to-date database and spreadsheet software, a new network has been installed to replace all of the existing equipment in Finance. The next phase will see this capability introduced in the other Superintendents' and schools' offices. All mainframe printing of summary financial data will end in 1996.

2. Significant new functions have been added to the Assessment system for the tracking of assessment for revenue purposes. A properties database has been created that includes not only properties data but also photographs of the properties. A system that assists in the operation and management of facilities booking and rentals is being implemented.

Student Information System (SIS)

1. Significant maintenance work has been required to accommodate the new grade 9 programs that differ from school to school. Changes were required to accommodate unique timetable structures and also the new grade 9 credit requirements. This non-discretionary maintenance work has impacted on other projects.

2. The current on-line system is now over ten years old and is now a priority for review and change. In 1996 the focus will be on beginning to move many of the functions to the schools while retaining the central database.

Other Related Projects

1. An on-line data entry function in the Plant department currently maintains a record of Repair Request Memos (RRM's). Steps are being taken to move this function to the schools. A number of process changes will be required resulting in paper flow being eliminated and shortening the processing cycle.

2. As a result of work conducted to bring the 'Information Highway' to pilot schools, E-mail will be available that will enable staff to communicate globally. A significant administrative task of maintaining user ID's will first need to be addressed. Adequate protection against unauthorized access to our networks (a firewall) must also be well established.

3. Training continues to be in great demand. Starting January 22, courses are offered Monday through Thursday evenings and Saturday mornings with all classes filled through April 28. Most attendees are teaching staff.

APPENDIX C

FRAMEWORK FOR TECHNOLOGICAL IMPLEMENTATION

IN PLACE	NEEDED

SENIOR MANAGEMENT	INTEGRATED INFORMATION SYSTEMS PROJECT TEAM	I. I. S. SECRETARIAL LIAISON GROUP	DATA GROUP
CLASSROOM COMPUTER GROUP (GEMS)	DIRECTOR'S COMMITTEE COMPREHENSIVE PLAN Chairs/ Leaders of Groups Meet quarterly		TELECOMMUNICATIONS GROUP
SITE ADMINISTRATORS	Insure Standards Steering Committee		TRUSTEE COMMUNICATION COMMITTEE POLICY
COLUMBIA GROUP LIBRARY TECHNOLOGIES	HARDWARE SELECTION GROUP	ADMINISTRATIVE ACQUISITION GROUP	SEPTEMBER 30 MINISTRY REPORT GROUP

APPENDIX D

Classroom Computer Group

Instructional Computer Program

Report to Senior Management

January 1995

APPENDIX D

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APPENDIX D

Introduction - The context for committing to the 21st century

Since the early 1980's and the inception of microcomputers in the classroom, the program to equip our students with the tools to enter the twenty first century (tools demanded by parents and society in general) has been faced with numerous challenges.

Maybe the greatest of these challenges has resulted from the most intense period of technological advancement in recorded history occurring during a period of world wide recession. The recession has in a great degree impacted the taxation system and left school Boards struggling to provide appropriate and adequate technology to the classroom while struggling to keep taxation levels from increasing.

During this same period problems have been compounded by a reduction in funding levels from the provincial government coupled with provincially mandated programs in technology (i.e. Integrating Computers Across the Curriculum).

The first ten years have been spent in great part with a strong focus on acquisition of 'enough' computers and a magical moving ratio of 'students to computers'. The board presently has well over 4,000 computers for student use or about one computer for every ten students. This level has been achieved at no small cost to the taxpayer.

However, the enormous effort to attain this ratio (both financial and human) is now being overshadowed by the problems of obsolescence created in a technological development arena that creates totally new technology in months. Fully two thirds of the present classroom computers are obsolete in terms of current educational software. Breakdown rates of computers more than five years old are increasing monthly and the breakdown rate related to the oldest equipment can only be described as epidemic.

The ability of staff to keep current with the technological change has also become a significant issue as the availability of funds for staff development have been impacted by budget pressures.

Presently, there is great pressure to provide access for our schools to the 'Information Highway'. The Royal Commission on Learning has recommended a networked computer for every classroom in the province. The enormous cost involved in this endeavor tends to draw attention away from the very significant problems related to the logistics.

It is in this environment this report is prepared. The challenges are many and none are insignificant in size, scope or cost. If we are to prepare students for their roles in society, possessing skills that allow them to take advantage of technology, the next few years are critical. All members of the Classroom Computer Group are acutely aware of the need for budget restraint. However, the development of this report is with a focus on the needs of students living in a rapidly changing technological world. The real challenge will be in balancing the needs with our ability to fulfill them.

APPENDIX D

A Picture of The Problem

Obsolescence and repairs

Some Facts:

1. Most equipment is more than five years old
2. Oldest equipment predates hard disks and graphics displays
3. Parts are no longer available for some equipment
4. Repair costs are soaring
5. Amount of equipment out of service at any one time not acceptable
6. Length of time out of service affecting delivery of program
7. Most equipment not WINDOWS capable
8. Most Ministry licensed software is for WINDOWS
9. Less expensive clones proving more expensive over time

The ratio of around 10 students to 1 computer takes on a different meaning in light of these facts. Any solutions developed to address the problems must incorporate a program of replacement. It is obvious we cannot and will not be able to fund a complete replacement program that takes into account the present rate of technological change leading to obsolescence. New processors and new versions of the most popular software appear every six to 18 months.

Technicians spend most of their time repairing machines or fixing software problems rather than assisting teachers to make the best use of technology.

Infrastructure and Networking

The present infrastructure has been defined along two lines: instructional and administrative. There have been two sets of solutions and use of divergent technologies. Classroom networking is for the most part limited to one classroom at a time, while the administrative network connects all board sites in one network. With the responsibility for infrastructure and networking assigned to Administrative and Operational Services, a board wide standard technological infrastructure will be developed.

Software Maintenance

It is not possible to keep software up to date on the number of computers we now have. Software packages now comprise sets of six to ten diskettes each versus one or two 5 or 6 years ago. The number of technicians that would be required would be prohibitive from a financial point of view. Most of this classroom work is conducted by teachers outside of classroom time. Many teachers have not received adequate training to assist them in these tasks. The question must also be asked whether this is the best use of a teacher's time.

APPENDIX D

Human Resources

Three areas are of concern: site administrators, program coordinators and technicians. Site administrators spend significant time installing and maintaining software. They also act in the capacity of in house experts for most computer issues. Many receive little in the way of release time and there are at present no funds available for any significant training in technology.

In the Elementary and Secondary panels there is a total of less than 2 full time FTE positions in the Program department to support the implementation and use of technology. It should be noted that this technology is used across almost all of the curriculum.

With the amalgamation of the administrative technicians into the Technical Support Services section, it is too early to tell if additional technicians will be required to support the program. This will become more clear as standards are implemented and school networking is implemented.

Facilities

Some concerns:

1. The overuse of power bars instead of proper power outlets can compromise safety.
2. Open or exposed network cabling in labs can create safety hazards in terms of creating something to trip over and also leads to excessive maintenance due to student tampering.
3. Overheated (and sometimes underheated) rooms have led to premature equipment failure and very uncomfortable learning environments.
4. Standard desks whose design is more than twenty years old do not make ergonomically sound workstaions. In administrative areas, we are seeing the first incidents of repetitive motion injury.
5. Renovations to the training centre and the addition of a second classroom have twice been stalled.

Rooms, power outlets, furniture, air conditioning, wiring have all been relegated to secondary importance at budget time as the need to improve 'the ratio' took precedence. Schools have gone to extraordinary lengths to make the best of what they have.

Program Goals

Two broad issues require solutions. The first relates to obsolescence and the difficulty with trying to implement new curriculum software where equipment is not in place that will cope with the software. Related, but still part of the same issue, is the effort required to install software on different computers that have been purchased at different times or have different options, each requiring a different solution.

The second issue is that to date, relatively very little has been done to provide teachers with administrative computing tools. This has been brought into focus by the implementation plans for the common grade nine report card. Plans are to have teachers use computers to produce the report cards. However, computers that use a Graphic User Interface that will be needed for this task are a small minority of the total computers presently installed.

APPENDIX D

A Plan to Improve the Picture

Staff Development

In the implementation of technology, staff development is as significant a factor of success as the technology itself. Not just the technical knowledge required to setup and maintain computer equipment, but the knowledge of how to integrate the technology into the curriculum for the benefit of students. Site administrators presently spend significant amounts of time in the setup and maintenance of software. If this time can be reduced with appropriate technology and standards, then their time could be spent on the issue of curriculum integration. Very little time is allowed for staff development related to these issues.

It is mandatory that a significant portion of the overall financial plan be committed to staff development prior to any acquisition of equipment. Without this commitment, the effectiveness of the implementation will be jeopardized.

Timelines

If we can initiate a plan in 1995, three years to bring the inventory into a manageable technological state would appear to be the maximum before we would begin to fall behind again.

Standardization/Variation

Any plan to begin revamping the existing infrastructure would have to include specifications for board wide technological standards. These standards would encompass (but not be limited to) equipment features, software configurations, network protocols, facilities planning and staff development requirements.

These standards would decrease the amount of time spent on hardware and software maintenance and reduce the requirements for staff development.

The goal would be to provide access to technology in a fashion that parallels the provision of phones. Each is common in basic function and connects to all others within the board through a common network scheme. In addition, connection would be made through a central port to the outside world and the 'information highway'.

Where program requirements demand, variation from the standard would be defined using predetermined guidelines.

Pilot Plans

In the first year, there would be provision for pilots to be conducted in both Elementary and Secondary panels to assist in developing and defining the standard infrastructure. These pilots would address school networking (all classrooms), lab design, software install and upgrading, repair processes and access to the information highway.

Part of the plan would be to use the Paikin library model and the Columbia library system in a school environment to provide access to all school library data (including CD ROM's) from a central site in the school.

Merging Administrative/Instructional Infrastructure

At present there is a robust city wide administrative network connecting all board sites. Within the Secondary schools, a local area network in the school office connects all administrative computers. This local area network is in turn attached to the city network. In the Elementary schools, there is no local area network, but the office computers are still connected to the city network. Plans for replacing the existing setup in Elementary schools with a local area network is tentatively scheduled for 1996.

It is intended that the administrative networks be extended to the classrooms. This would create one large network which would have a single connection to the information highway thereby giving appropriate connection services to all board computers. Also important, the installation and maintenance of software would be facilitated from central points in the network to multiple computers rather than one at a time using diskettes.

Replacement

From a replacement point of view it would appear much more reasonable that a six year, three tier approach be taken.

Tier one would be the latest technology. Each year the oldest one sixth of the technological equipment inventory would be replaced. The newest technology equipment would be placed in the most advantageous area depending on program needs. As much as is possible, equipment purchased in the second year would be identical to the first year. Tier one equipment would take advantage only of those features and software that were deemed absolutely necessary to meet program needs.

Tier two would be equipment purchased in the first two years of a six year cycle but is now 3 or 4 years old. Operating system software versions (WINDOWS, DOS, SYSTEM 7) should be frozen and be reviewed for possible upgrade annually. Application software would be upgraded only to meet specific mandatory program needs.

Tier three would be the oldest equipment (at least 4 years old and mostly not more than six years old). All system and application software versions would be frozen. An annual review would be conducted to assess potential upgrades for prolonging useful life. An annual review of repair history would also be conducted to assess the possibility of eliminating equipment that has become too expensive to continue to service. Stringent attention to repair history of equipment would be required to assist in the acquisition of new equipment that shows the least probability of higher service costs.

The Price Tag

APPENDIX D

The Reality of Technological Change

A very significant factor of the technological revolution must be clearly understood before an implementation plan proceeds. With the current rate of development and rapid obsolescence, it will be impossible to attain or maintain a state of the art environment. Keeping computers for ten years might be compared to keeping automobiles for 30 years. The cost to keep current, or as current as is reasonable, will need to be considered an operational cost. The effect of this factor could be reduced if an industry wide resistance develops to the continual change. There are some signs that this is occurring as large corporate customers face the impending release of new operating system software like WINDOWS 95.

How Much, When

Costs have been developed from an ideal point of view. Some influence has been felt from the few Canadian schools that have been newly built to fully incorporate technology. An estimate of Input from our schools through consultation lead by Program Staff, tells us this vision will cost close to 20 million dollars to outfit. While this may seem insurmountable, we believe the framework outlined in this paper will guide us to this goal.

Appendices: The appendices that follow provide support detail to this vision.

APPENDIX D1

1995 Classroom Acquisitions - Actuals

		486's Acquired	486's to Replace ICON's	486's for Pilots	Pentium	CD ROM Drives	Printers
51	Junior Schools	154		44		102	68
11	JK-8 Schools	156			1	26	33
14	Middle Schools	339		34		39	85
	General	36			1	7	38
	(ACES, McMaster, St Joes, Training, Spec Ed, Spec Programs, Backup)						
	Elementary Panel Total	**685**	**0**	**78**	**2**	**174**	**224**
14	Secondary Schools	267	110	33	34	40	91
	Lawrence, Phoenix, General	3				2	6
	Secondary Panel Total	**270**	**110**	**33**	**34**	**42**	**97**
	Grand Total	**955**	**110**	**111**	**36**	**216**	**321**

Cost Breakdown

Computers and Peripherals	3,362,000	
Elementary Software	129,000	
Secondary Software	57,000	
Furniture	140,000	
Cables, Cableing, Misc	106,000	
Total Value	**3,794,000**	
Amount Leased	2,677,000	(Begins Jan 96) (1996 payments total 840,000)
Purchased	1,117,000	
Tax	114,381	
Total	1,231,381	
GEM Grant Estimate	679,177	
Balance	552,204	

APPENDIX D2

Financial Plan For Classroom Computer Acquisition

Present Computer Inventory

1. Acquired since early 1980's.
2. Most cannot run WINDOWS let alone current software.
3. Mostly old, standalone, obsolete and susceptible to frequent expensive repairs
4. Certain models are about to be withdrawn from repair service (ICON I, C64, APPLE II, most 8088 & 8086 PC's and some 286 and 386 PC's).
5. 1250 486's added in 1995 with the support of the GEMS grant and a leasing plan.
6. Ratio of slightly less than 10 pupils to 1 computer in both Elementary and Secondary.

Expectations

1. Pressure to provide lower ratio and specialized uses will continue.
2. The demand for access to information highway means increased emphasis on network infrastructure.
3. Technology will continue to advance faster than our ability to replace obsolete equipment at an affordable level.
4. As the advances in technology and the aging of equipment into obsolescence are both givens, we will need to adhere to the plan to replace equipment on a fixed schedule.

Strategies To Address The Challenges

1. Continue to replace obsolete equipment with new.
2. Continue to lease with a plan towards annual acquisition at a fixed level from current capital funds in the future (possibly from planned reserves).
3. Increase acquisitions until equipment can be replaced on a minimum six year cycle (best case).
4. From information gained through the pilot projects finalize a plan to provide network infrastructure to classrooms.

APPENDIX D2

Proposal for Classroom Computer Acquisition and Replacement

1. As part of three year plan, continue to acquire equipment by lease and remove oldest equipment. This is the fastest way to replace all of the obsolete equipment but due to interest charges is more expensive over the long term.
2. Result will be a total of approximately 3,000 new computers in 1995 through 1997 with no new computers in 1998 and no overall increase in inventory.
3. As leases expire, revert to capital expenditures at an annual cost of approximately 2.2M.
4. If a consistent level of equipment is to be maintained, one sixth of the inventory will need to be replaced each year. This should begin in 2002.

Year	1995	1996	1997	1998	1999	2000	2001	2002	2003
Computers Added	1,250	1,000	840	0	160	320	680	850	850
Computers Removed	1,300	700	600	0	200	300	680	850	850
Total Inventory	4,300	4,600	4,840	4,840	4,800	4,820	4,820	4,820	4,820
Capital Expenditure (000's)	1,200	500	100	0	400	800	1,700	2,200	2,200
Leases (000's)	0	1,050	1,550	1,800	1,800	1,400	500	0	0
Total Expenditure (000's)	1,200	1,550	1,650	1,800	2,200	2,200	2,200	2,200	2,200
Annual Cost per Pupil	30	39	41	45	55	55	55	55	55

1. Costs are estimates and include an allowance for peripherals and other min or equipment.
2. No costs are included for network wiring. This is being reviewed through the network pilots. We anticipate that due to building infrastructure this will be significant.
3. The above table does not show the impact of GEM grants.

SUMMARY OF BUDGETS FOR COMPUTER ACQUISITION INSTRUCTIONAL (CLASSROOM) AND ADMINISTRATIVE (OFFICE)

APPENDIX E

ITEM	1995 APPROVED BUDGET	1996 ESTIMATES	NOTES
FIXED - RENTAL			
ADMINISTRATIVE			
Ed.Centre	1,150,000	1,150,000	Costs for the lease of administrative computers in all Offices in the Schools and Board,(500 desktops) the mainframe, system software and maintenance.
Elementary	430,000	430,000	
Secondary	120,000	120,000	
IIS	866,000	866,000	
SUB TOTAL	**2,566,000**	**2,566,000**	
INSTRUCTIONAL			**Classroom computers**
GEMS *		840,000	1996 lease costs for computers acquired in 1995. Eligible for GEMS grant.
TOTAL FOR 1996		**840,000**	
TOTAL FIXED	**2,566,000**	**3,406,000**	
CAPITAL NEW EQUIPMENT			
INSTRUCTIONAL			
GEMS *	970,253	700,000	Balance of expenditure estimate required to be able to fully maximize expected GEM Grant (700,000) plus non gem estimates(160,000)
Other non GEMS	200,000	160,000	
SUB TOTAL	**1,170,253**	**860,000**	
GRAND TOTAL	**3,736,253**	**4,266,000**	

1995 GEMS Allocation was 970,253 of which the Board share was estimated at 300,000. The approved budget figure for 1995 was 500,000. The balance after GEMS, supported the network pilots.

1996 Estimates are based on the 1996 expected GEMS Allocation to be no more than 1,500,000

GEMS ALLOCATION BREAKDOWN

	1995 ACTUAL	1996 POSSIBLE	ALLOCATIONS	FOR GEMS
TOTAL ALLOCATION	**970,253**	**1,500,000**	**1,300,000**	**1,100,000**
Ministry Share	679,177	1,050,000	910,000	770,000
Board Share	291,076	450,000	390,000	330,000

APPENDIX F

TECHNOLOGY INCENTIVE PARTNERSHIP PROGRAM (TIPP)

The *TEACHER TRAINING TECHNOLOGY PROJECT PARTNERSHIP* will provide an innovative model for the training of practising and pre-service teachers in the integration of information technology into the teaching-learning process. The project will be located in specified sites in the partnership boards and the Brock University Faculty of Education. The project will be supported by network communications, through ENO, the Niagara Peninsula Freenet, the Hamilton Board of Education Network, linking in-service and pre-service teachers in a training and responsive professional dialogue environment.

Partners:

BOARDS	**Lincoln County Board of Education** **Niagara South Board of Education** **The Board of Education for the City of Hamilton** **Welland County Roman Catholic Separate School Board**
SECTOR PARTNERS	**Brock University, Faculty of Education** **IBM Canada** **Education Network of Ontario** **Niagara Peninsula Freenet**

Objectives:

- To establish exemplary models for teacher pre-service and in-service training using information technology delivery systems.
- To use various forms of information technology to help deliver pre-service and in-service training for teachers.
- To develop exemplary teacher practice in the effective use of information technology in the classroom.
- To develop instructional practices which are based on the capability of technology to support and enhance student learning, assessment/evaluation techniques, and outcome tracking.
- To minimize geographic and economic barriers for long term teacher development programs in the areas of pre-service training, redefining the role of associate teachers and extending through the continuous in-service development of teachers in practice.
- To strengthen the foundation for community education partnerships.

Outcomes:

- Development of a Teacher manual/handbook and software program(s) to guide the development of other teachers in the successful integration of information technology in the classroom;
- Documentation of the process for training of pre-service and in-service teachers;
- Build a working model for pre-service teachers to experience technologically integrated classrooms during their pre-service work with associate teachers;
- An extended Teacher Training Program designed on "delivery" through technologies and emphasizing the role of technologies in learning;
- A multi Media package for use in replication of the project (video/software/print materials/facilitator training guides);
- A Centralized library of instructional resources related to the project including the multi-media teacher training package.
- Implementation of a World Wide Web (WWW) "Home Page" to provide immediate interaction of the Ontario education community with the project (goals, processes, dialogue, immediate learnings, shared knowledge, access to deliverables, etc.);
- Brock University Faculty of Education "research report" on the successful implementation of educational technology into the classroom and teacher training;
- New and /or modified curriculum materials for students, accessible by computer.

Excellence in Action

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CHAIR
Frances Sewards
DIRECTOR OF EDUCATION
Ray C. DeRosario

1995 12 18

Referred to Operations and Finance Committee at 1996 01 18 Board

OFFICE OF THE

JAN 2 1996

DIRECTOR OF EDUCATION

Director of Education
& Secretary to the Board
Hamilton Board of Education
100 Main St. W., P.O. Box 2558
HAMILTON, ON L8N 3L1

Dear Sir/Madam:

At its Regular Meeting of 1995 12 12, the Sault Ste. Marie Board of Education unanimously adopted the following resolution:

"Whereas The Government of Ontario reduced transfer payments to this Board by 2.8 Million annually

Whereas The Government of Ontario has announced further reductions of 9% in transfer payments to Ontario School Boards resulting in an additional reduction in transfer payments of 3 to 4 million to this Board

Whereas The Sault Ste. Marie Board of Education has been prudent in its budgeting and tax increases

Whereas the economic future of Ontario requires a high quality education system

Therefore Be It Resolved - That the Sault Ste. Marie Board of Education notify the Government of Ontario that any reduction in income tax be delayed until additional reductions in transfer payments to education are unnecessary

And Further - That the resolution be forwarded to all Public and Separate School Boards in Ontario".

This resolution is forwarded to your Board for consideration.

Sincerely,

Ray C. DeRosario
Director of Education

RCD:smc

c.c. Trustees

Essex County Board of Education
360 FAIRVIEW AVENUE WEST ESSEX, ONTARIO N8M 1Y4 Telephone (519) 776-6421

OFFICE OF THE
DIRECTOR OF EDUCATION
AND SECRETARY

360 FAIRVIEW AVE. W.
ESSEX, ONTARIO
N8M 1Y4
(519) 776-6421 Ext. 290
FAX (519) 776-4457

1995 11 29

Referred to Operations and Finance Committee at 1996 01 18 Board

The Honourable Mike Harris, M.L.A.,
Premier of the Province of Ontario,
Legislative Building,
Queen's Park,
Toronto, Ontario.
M7A 1A2

OFFICE OF THE
DEC 28 1995
DIRECTOR OF EDUCATION

Dear Sir:

The Essex County Board of Education has always valued fiscal responsibility and continues to provide quality educational programs and services to its 17,500 students in the most efficient and cost effective way possible. To that end, our Board has established a partnership, in the way of shared services, with our coterminous board and through this means currently saves the Essex County ratepayer approximately $5 million annually.

Included in the Interim Report of the Ontario School Board Reduction Task Force was the recommendation to amalgamate the Essex County Board of Education and the Windsor Board of Education. This recommendation forced our Board to review in detail all of our programs and services and concluded that amalgamation with the Windsor Board of Education would not save tax dollars. On the contrary, it was concluded that it would cost $12 million more annually.

While we recognize shared services do save money, and we will continue to pursue them, in the long run greater economies could be achieved under one publicly funded system. We firmly believe that the children of Ontario would receive a superior education at a much lower cost if we in Ontario would come together and educate all of our children, regardless of religion or language, under one publicly funded system.

At a regular meeting of the Essex County Board of Education held on 1995 11 28, the following resolution was unanimously passed:

> ***"That the Board write Premier Mike Harris advocating support of one publicly funded educational system and recommend that a referendum be held in the province on this issue."***

As the government has indicated it is contemplating referenda on other issues, it is suggested that consideration be given to including this issue on the ballot.

The Economic Statement severely challenges boards of education to continue to offer quality educational programs and services. Faced with this reality the Essex County Board of Education feels it is time to explore all options to reduce costs. It makes eminent common sense to our Board to bring all of the children of Ontario together under one educational system.

Sincerely,

Joan Flood

Joan Flood,
Chairperson of the Board

/MJD

c: The Honourable John Snobelen, Minister of Education and Training
Mary Jean Gallagher, Director of Education, Windsor Board of Education
Jim Molnar, Director of Education, Windsor Roman Catholic Separate School Board
Ron Reddam, Director of Education, Essex County Roman Catholic Separate School
Sandra Pupatello, M.L.A., Windsor-Sandwich
Bruce Crozier, M.L.A., Essex-South
Pat Hoy, M.L.A., Essex-Kent

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mr. D. Bucsis (Chairman); Trustees Bishop, Rogers and Stewart; Mesdames Barr, Burns, Dalziel, Kappheim, Kerr Jaskiewicz, Oommen and Savelli; and Mr. Verticchio.

Also Present:
Trustee Mulholland
E. Collins (Hamilton Principals' Association)
P. Hutchinson (Hamilton Teachers' Federation)

Officials Present:
E. Bond (Superintendent of Program Services)
M. Matier (Assistant Superintendent of Schools - Mountain)
S. Thompson (Assistant Superintendent of Schools - Lower City)
Dr. M. Bountrogiani (Chief Psychologist)
Dr. J. Tomlinson (Project Team Leader - Special Education)
S. Scarrow (Human Resources Officer)

RE: The Report of the Integration/Accommodation Sub-Committee (referred back to SEAC at the October, 1995 meeting for revision)

FOR: Information and Decision

BACKGROUND:
SEAC has always worked to collaborate with the Board and values its relationship with trustees and Board officials. It takes its responsibilities seriously regarding any matter pertaining to special education. SEAC is aware of the current fiscal limitations facing the Board. This report is respectfully submitted as our best collective thinking around issues on accessibility, reflecting the diverse community groups represented on SEAC.

Accessibility has been a long standing concern to SEAC because there appears to have been a lack of long term planning around this issue. Any funds available for upgrading schools' accessibility appears to have been used in a random manner, rather than planning around anticipated student needs and needs within a family of schools.

A report regarding accessibility was approved by the Board in 1987 which is now outdated. Many of its recommendations have not been implemented.

Since the 1987 report, the current legislation concerning the accommodation of persons with disabilities has led to expectations that all public buildings will be accessible. SEAC knows that this cannot be a reality for all of Hamilton's schools. It is also aware that retro-fitting of schools is always more expensive than proper planning from the start of any new building or major renovation. SEAC acknowledges the strong community expectations that children will be educated in their community school.

SEAC knows that the cost of transportation of special education students is very costly as they use expensive vans and taxis. About 60% of all the students who are transported are special education students. If they could be placed in their home schools there would be savings to the Board. However, to achieve this, planning is needed for the future needs of students to make buildings accessible.

SEAC is not requesting that all schools be upgraded systematically, as it recognizes that this is not possible for some older schools. However, when renovations or new buildings are being considered, the best possible use of existing expertise within the community should be used to achieve the greatest amount of accessible features using available financial resources.

Time lines have not been suggested in the report because of fiscal uncertainties.

ISSUES:

To improve trustees' understanding of the need to plan for accessibility for students with disabilities.

To seek trustee approval for recommendations to improve planning for students with disabilities.

The Committee recommends:

i) That accessibility be given consideration in all renovations and building projects, and that appropriate stakeholders be included in the planning process.

ii) That the Accessibility Report be updated to include current information regarding school accessibility and a map indicating families of schools (i.e. feeder and receiving schools)

iii) That the Plant Department, in consultation with appropriate Board personnel and organizations represented on SEAC, examine the Barrier Free Design Guidelines of the City of Hamilton when planning future renovations and building projects.

iv) That, where a student requires special accommodation, the planning process include consultation between the principal, parent, student and other appropriate personnel.

v) That evacuation and fire safety Operating Procedures be reviewed regularly to include specific evacuation procedures for individual students with disabilities.

vi) That the need for specific evacuation procedures for individual students with disabilities be included on the Student Information System database.

vii) That the Student Information System be programmed to gather appropriate data to assist in the transition between schools of students with special physical needs.

RATIONALE

The recommendations were developed on the assumptions that to develop the best solutions for accommodating students with physical disabilities, there should be excellent advanced planning and communication both within the organization and among educators, parents and other support workers.

Respectfully submitted

Lower Auditorium
1996 01 17

D. BUCSIS
Chairman

Hamilton Board of Education
Education Centre
1996 02 06

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

(i) City-Wide Choir, Grades 4-9, Sesquicentennial trip, Ottawa, 1996 06 06-08 (Thursday to Saturday)

(ii) Burkholder Drive, Grades 6-8, Outdoor Education trip, Camp Arowhon, Algonquin Park, 1996 06 11-14 (Tuesday to Friday)

(iii) C.B. Stirling, Grades 2-3, Outdoor Education trip, Canterbury Hill, Ancaster, 1996 06 06-07 (Thursday to Friday)

(iv) Chedoke, Grade 8, Ski Trip, Mount St. Louis, Barrie area, 1996 02 29 (Thursday)

(v) Fernwood Park, Grades 4-5, Outdoor Education trip, Teen Ranch, Orillia, 1996 05 23-24 (Thursday to Friday)

(vi) G.L. Armstrong, Grade 7, History/Geography study, Midland, 1996 06 12-13 (Wednesday to Thursday)

(vii) Memorial, Grades 6-8, Ski Trip, Horseshoe Valley, Barrie area, 1996 03 01 (Friday)

(viii) Memorial, Grades 6-8, Ski Trip, Mount St. Louis/Moonstone, Barrie area, 1996 03 01 (Friday)

(ix) Queen Victoria, Grades 4-5, Outdoor Education trip, Teen Ranch, Orillia, 1996 05 23-24 (Thursday to Friday)

(x) Ridgemount, Grade 5, Outdoor Education Trip, Camp Wanakita Haliburton area, 1996 05 13-15 (Monday to Wednesday)

(xi) Viscount Montgomery, Grades 6-8, Ski Trip, Mount St. Louis/Moonstone, Barrie area, 1996 02 21 (Wednesday)

(xii) W.H. Ballard, Grades 6-8, Ski Trip, Mount St. Louis/Moonstone, Barrie area, 1996 02 22 (Thursday)

(xiii) W.H. Ballard, Grades 4-5, Outdoor Education trip, Teen Ranch, Orillia, 1996 05 23-24 (Thursday to Friday)

(xiv) Sir John A. Macdonald, Grades 9-OAC, Ski Trip, Talisman, Barrie area, 1996 03 01 (Friday)

(xv) Westdale, Grades 9-10, Basketball Competition, Peterborough, 1996 02 09-10 (Friday to Saturday)

Respectfully submitted,

D. W. Goodridge
Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1996 02 22

TO THE CHAIRMAN AND MEMBERS
OPERATIONS AND FINANCE COMMITTEE
(Trustees Hill, Desmarais, Lowe, MacDonald, Orban, Rogers and Stewart.)

Ladies and Gentlemen:

Please be advised that a Special Meeting of the Operations and Finance Committee has been scheduled for Thursday, 1996 02 29 at **19:30 hours**, following the Special In-Camera Meeting of the Board.

An agenda is attached.

Your attendance is requested.

Please note: That the Special Meeting of the Operations and Finance Committee tentatively scheduled for Tuesday, 1996 02 27 is **CANCELLED**.

Yours truly,

Don Goodridge

D. W. Goodridge
Director of Education
and Secretary

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AGENDA

SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE

1996 02 29

GENERAL

1. Presentation regarding the Impact of Returning Special Needs Programs to the Home Schools **[See separate package]**

2. Presentation regarding Transportation for Special Needs Students **[See separate package]**

3. Special Report of the Special Education Advisory Committee **Pages A1 to A2; 1 to 15**

ELEMENTARY/SECONDARY

1. Presentation by the French Immersion Sub-Committee of the Hamilton Council of Home & School Associations regarding the French Immersion Program **[See separate package]**

SPECIAL REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mr. D. Bucsis (Chairman); Trustees Bishop, Rogers and Stewart; Mesdames Barr, Bramberger, Burns, Dalziel, Kappheim, Kerr Jaskiewicz, Oommen and Simms-Obidi; and Dr. Van der Spuy.

Also Present: Trustee Mulholland
P. Hutchinson (Hamilton Teachers' Federation)
S. O'Brien (Hamilton Secondary School Principals' Council)

Officials Present: E. Bond (Superintendent of Program)
S. Thompson (Assistant Superintendent of Schools - Lower City)
Dr. J. Tomlinson (Project Team Leader - Special Education)

The Committee recommends:

GENERAL

1. That the following recommendations regarding the Ontario Building Code, Consultation on Amendments be approved:

(a) That the Special Education Advisory Committee write a letter to Premier M. Harris expressing their concerns about the proposed amendments to the Ontario Building Code as outlined in the Back to Basics, A Consultation Paper on the Focus of the Ontario Building Code (attached).

(b) That the Board consider petitioning other school boards to support the SEAC's letter of concern regarding the proposed amendments to the Ontario Building Code.

Respectfully submitted,

D. BUCSIS
Chairman

Lower Auditorium
1996 02 21

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Téléphone (905) 527-5092
Fax (905) 521-2538

100, rue Main Ouest
Hamilton (Ontario)
Téléphone (905) 527-5092
Télécopieur (905) 521-2538

Program Department

Département de programmes

February 22, 1996

Premier Mike Harris
Room 281
Main Legislative Building
Queen's Park
Toronto, Ontario
M7A 1A1

To Premier Harris:

The Special Education Advisory Committee (SEAC) is an advisory committee to the Board of Education for the City of Hamilton. SEAC represents exceptional students who are resident within our Board. These students include those with physical, communication, intellectual, behavioural and multiple disabilities.

SEAC is deeply concerned about proposed changes to the Building Code outlined in the *Back to Basics* consultation paper. For many years, we have endeavoured to promote accessibility within our schools for our students and staff.

Accessibility is a right, not a privilege. Changes your government has suggested to the Ontario Building Code threaten to remove that right for thousands of Ontario citizens and taxpayers.

We oppose any change that would limit the scope of Building Code regulations dealing with accessibility. Your government's proposal, *Back to Basics*, would eliminate twenty years of progress towards accessibility for people with disabilities.

Accessibility is a principle of the Ontario Building Code that must be preserved and improved upon. We urge you to reconsider your government's position on this issue.

Yours truly,

David Bucsis, Chairperson, Special Education Advisory Committee ,
Board of Education for the City of Hamilton

c: Ann Borooah, Director
Housing Development and Buildings Branch
Ministry of Municipal Affairs and Housing

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

MEMORANDUM

DATE: February 9, 1996

TO: **All Administrators**

FROM: Valerie Elliott Hyman

RE: Ontario Building Code,
Consultation on Amendments

Important Notice

The Ministry of Municipal Affairs and Housing has released a consultation paper **Back to Basics** which suggests that the Ontario Building Code be reviewed "...with the view to returning the Code to primarily a health, fire and safety code which was the original intention". Should this amendment be accepted as a cost saving initiative for builders and developers, there would no longer be any legal requirement for builders to observe the 1986 amendment which requires barrier free access.

In addition, the paper states (page 4), that the government has heard the calls for a more focused Building Code. It suggests as a principle:

The Building Code should focus primarily on setting minimum standards which address health and safety.

However since 1975 the Building code has widened to address matters such as

Energy Conservation

Accessibility for people with disability

Security provisions

The paper goes on to state (page 5),

"The suggested principle would lead to increased scrutiny of these types of provisions, where it is found that they go beyond the main focus of health and safety. If this principle were adopted, existing provisions in these areas would possibly be reduced or eliminated.

This proposed policy change is not only a contravention of the Human Rights Code, it also goes against promises made by Mr. Harris to integrate people with disabilities, and will adversely affect opportunities for children and young people to participate in regular community activities.

The date for a written submission is **February 29**, which gives a very short time to make our responses known

Proposed Action

1. The Association is sending you a copy of the consultation document. Please distribute it as widely as possible.

2. We will be working collaboratively with other organizations which advocate on behalf of people with disabilities, e.g. ARCH, The Easter Seal Society, and Ontario March of Dimes.

   An organization of consumers has formed called The Coalition for Barrier Free Access. Its focus is on accessibility for children. They are mounting a postcard campaign, with assistance from the Easter Seal Society. Information on this group action is being prepared for distribution.

   Please distribute the post cards to your staff, Boards and consumer groups, and ask them to mail them to their MPP, in addition to the Minister of Municipal Affairs, Al Leach. Instructions for mailing will be included with the card.

3. The Association will be writing a response. However to be successful in halting this regressive step it is essential that local communities make their views known.

4. Things you can suggest for people to do.

   * Mail cards
   * Meet with your MPP.
   * Inform local service clubs
   * Inform local service providers
   * Write a letter to your local newspapers.(Letters are more likely to be printed in the local press, and the Minister always has a press clipping service)

I will be sending you a copy of the written submission for your comments. Please contact me if you have further suggestions on ways you would like the Association to respond.

BACK TO BASICS

A Consultation Paper on the Focus of the Ontario Building Code

Ontario
Ministry of Municipal Affairs and Housing
Housing Development and Buildings Branch

January 16, 1996

BACK TO BASICS

Consultation Paper on the Focus of the Ontario Building Code

Contents

Queen's Printer for Ontario, 1996

The Ontario Building Code

The Ontario Building Code (OBC) is a provincial regulation which sets out uniform minimum standards for construction and demolition of buildings.

When the Ontario Building Code was first being established, the Minister of the day indicated that the purpose of the Building Code is to, "provide great advantages to Ontario in the form of safer buildings, efficiency of construction methods, rapid introduction of innovative materials and methods, and consolidation of standards into one consistent and well-considered whole."[1] An underlying purpose is to protect consumers by preventing inadequate construction, particularly in the hidden parts of buildings.

Since its introduction, the scope and complexity of the Building Code has increased. A 1992 amendment to the Building Code Act illustrates this. It expanded the purpose of the Building Code to include, "...standards for public health and safety, fire protection, structural sufficiency, accessibility, conservation and environmental integrity with respect to buildings."[2]

The scope of building code regulations has also increased in other jurisdictions over the last 20 years. An American study attributed this expansion in part to:

> "...new building code provisions and regulations (being) introduced to satisfy a broader definition of public welfare. State and national energy conservation regulations are the most prominent example. Regulations to accommodate needs of the physically handicapped and provisions requiring more secure doors, locks and windows are others"[3]

The increasing scope of the Building Code has produced identifiable benefits, including safer, more energy-efficient and more accessible buildings. However, as the Code has broadened in scope and some specific requirements have increased over the past decade, costs incurred in order to

comply with the Building Code have increased accordingly. Some stakeholders contend that this has had a negative effect of reducing consumer choice in the marketplace and has, for some, made the purchase of a home more difficult.

Exhibit 1 lists the major events in the evolution of the Ontario Building Code. The last edition of the Building Code was released in 1990, with major amendments in 1993. A new edition of the Code is planned for release in 1997.

Exhibit 1: Historical Development of the OBC

1941	New National Building Code. Adopted by many municipalities over time.
1974	Ontario Building Code Act passed.
1975	Ontario Building Code (OBC) created with health and safety focus, replacing all municipal building by-laws.
1986	Original barrier-free access provisions broadened in scope.
1987	Ongoing initiative launched to consolidate Provincial construction regulations in OBC (Pools, health care facilities, schools).
1989	Renovation requirements (Part 11) expanded.
1990	New Code edition introduces higher energy conservation, mechanical ventilation, indoor air quality, barrier-free, and resistance to forced entry provisions.
1992	Changes to Building Code Act include broader statement of purpose.
1993	Interim amendments include: adding the Plumbing Code; more energy conservation including full height basement insulation and ASHRAE 90.1; mechanical ventilation; change of use; rapid transit stations.

Government Directions

The Government of Ontario has made a commitment to return Ontario to prosperity. One key strategy for achieving this is for government to identify its core business, and to do that business well. Where there is a clear role for government, such as in setting minimum standards for construction, it is important that this be done in a manner that:

- achieves public goals in the most cost-effective ways;
- minimizes interference with consumer choice and the market;
- minimizes the regulatory burden on business;
- uses alternatives to regulation where practical; and
- makes wise use of public resources.

Stakeholders' Concerns

Large and small builders, and other stakeholders who work with the Building Code, have expressed increasing concern that the balance between public goals and cost-effectiveness of the Building Code has, in some cases, shifted.[4]

In response, there are increasing calls for a change in approach to the Building Code to bring it back to the basics. A recent report submitted by the Large Municipalities Chief Building Officials group, for example, recommends that, "...the current Building Code be reviewed with the view to returning the Code to primarily a health, fire and safety code which was the original intention."[5] Similarly, the Canadian Commission on Building and Fire Codes' recently adapted Strategic Plan suggests that the scope of the National Building Code not be expanded beyond its safety focus.[6]

This paper outlines some principles which could be used to guide development of the 1997 edition of the Ontario Building Code. The response of stakeholders to these proposals will be used as the basis for finalizing the approach. As well, stakeholders are encouraged to send in ideas on specific ways the Building Code's key goals can be achieved in a more efficient way.

Principles for the Ontario Building Code

The government has heard the calls for a more focused Building Code. To bring the Building Code back to basics, four principles are being suggested for consultation purposes for the 1997 edition. These principles would apply not only to proposed additions to the Building Code, but eventually to existing provisions as well.

1. **The Building Code should focus primarily on setting minimum standards which address health and safety.**

When the first edition of the Building Code was published in 1975, its purpose was described as, "...a regulation consisting of building requirements to minimize the risk of injury and property damage from structural failure and fire and health hazards."[7]

However, since 1975 the scope of the Building Code has widened to address such matters as:

- **Energy Conservation Requirements** for features such as: insulation, window glazing, etc.

- **Requirements for Disabled Accessibility** now apply to almost all buildings, and contain higher standards for washrooms, hallways, and some amenities.

- **Security provisions**. For example, windows in Ontario are required to be resistant to forced entry as a result of new provisions introduced in the 1990 Building Code.

The suggested principle above would lead to increased scrutiny of these types of provisions, where it is found that they go beyond the main focus of health and safety. If this principle were adopted, existing provisions in these areas would possibly be reduced or eliminated.

In some situations, regulations which go beyond health and safety could be replaced with other mechanisms. For example, prescriptive regulations could be replaced with other strategies such as labelling to ensure that consumers know what they are purchasing in this area.

Things to Think About

a) Is it appropriate to refocus the Building Code only on health and safety matters?

b) If the Building Code were primarily limited to health and safety, how should non-health and -safety matters currently in the Building Code be addressed?

2. Significant Building Code provisions should be justified based on cost-effectiveness.

Building regulations set out requirements which add to the cost of construction but which deliver benefits in terms of health and safety, certainty and security for home buyers, neighbouring property owners, future owners and tenants, and builders.

The suggested principle is aimed at ensuring that safety goals are reasonable and can be achieved in the most efficient way. If it were adopted, major Building Code provisions singled out as a potential concern would be reviewed to ensure that they deliver benefits which are roughly commensurate with their cost.

Provisions which cost a great deal but which deliver only small benefits would be removed.

The section starting on page 8 sets out in more detail the manner in which Building Code provisions would be assessed for cost effectiveness.

Things to Think About

a) Is this a reasonable principle to apply to major Building Code provisions?

b) To what extent will proponents of particular Building Code amendments be able to accurately identify and quantify expected costs and benefits associated with the provision?

3. For the 1997 Edition of the Ontario Building Code, amendments which could lead to major increases in construction costs should be seriously questioned.

Ontario's construction industry was one of the sectors hardest hit by the recession of the early 1990's and many firms have still not recovered. At the same time the last two rounds of amendments to the Ontario Building Code added some new costs for the industry and consumers. As a result, there is limited capacity to absorb new costs as a result of the 1997 Building Code.

The suggested principle would respond to the current situation by requiring that those provisions which could have a significant impact on construction costs be the subject of rigorous scrutiny to determine whether a proposed Building Code change is essential, as well as whether it is cost-effective.

Things to Think About

a) Given economic conditions, is this an appropriate principle for the 1997 Building Code?

b) Under what circumstances should 1997 Building Code changes that could potentially add cost be considered?

4. Ontario will harmonize with the National Building Code to the greatest extent possible, except where this is in conflict with other provincial goals.

The National Building Code is an advisory, model code developed by the National Research Council in cooperation with the provinces and other bodies. It becomes law once it is adopted by the provinces.

The suggested principle recognizes the benefits of having similar building regulations across Canada. To the extent that standards are harmonized, construction firms, materials manufacturers and building and design professionals can participate in a wider, national marketplace.

Nevertheless, the suggested principle also recognizes that there are occasions where some National Building Code provisions may conflict with Ontario's goals for building regulation. Ontario, for example, has developed more flexible requirements for renovations, and has consolidated in our Code matters not covered by the National Code, such as hotel fire safety requirements and recommendations from Coroners' inquests.

Things to Think About

a) How important is it for the Ontario and National Building Codes to be harmonized?

b) To what extent and under what circumstances should Ontario be prepared to differ from the National Building Code?

How to Ensure Ontario Building Code Provisions Are Cost-Effective

Various reports have considered the application of cost-benefit analysis or risk assessment to the analysis of building regulations[8].

Ontario has had some experience in this area. Together with the National Research Council, Ontario developed the Code Assessment Framework in 1986[9]. While the Code Assessment Framework has proven useful for evaluating major Building Code proposals, its complexity and cost to administer makes it inappropriate for review of minor proposals.

A more simplified approach to documentation of costs and benefits of code proposals is shown in Exhibit 2.

Exhibit 2: Simplified Approach to Ensuring Cost-Effective Building Code Provisions

a) **Identify goal/rationale of Building Code proposal** (e.g. reduction in loss of life, injury, cost reductions, etc.), quantified where possible.

b) **Estimate costs and benefits of Building Code proposal**, including both construction or capital costs and benefits as well as future operating costs and benefits for industry and consumers.[10]

c) **Compare costs and benefits**, for the Building Code proposal as well as for reasonable alternatives (including current Building Code provisions).

d) **Pursue proposal if the pay-back period is reasonable.**

In carrying out step (b) above, costs and benefits would be identified over a reasonable pay-back period, typically the

"effective useful life" of the building component under evaluation.[11] This will vary typically from ten years to no more than the period over which mortgage financing would be available for the building component.

Future costs and benefits would also be discounted to reflect the time value of money. An appropriate discount rate would be selected, such as the prevailing provincial borrowing rate applicable to the time frame in question.

It would generally be expected that proponents of Building Code amendments would provide the Ministry with their estimate of each of the four elements set out in Exhibit 2. It would be hoped that this type of consistent decision framework would lead to more clear and open discussions about appropriate directions for building regulations.

Things to Consider

a) Would this type of framework ensure that code provisions are cost effective?

b) How should intangibles, indirect costs and other factors which are difficult to quantify be considered in this type of framework?

c) Is the approach set out in Exhibit 2 reasonable?

Suggestions for Making the Building Code Better

You can help with the challenge of making the Building Code better. As well as commenting on the general direction suggested for the Building Code, you are invited to submit proposals for changes that would make the Building Code more cost-effective, particularly where these changes would not affect health and safety goals.

Please provide a detailed rationale for each of your proposals, including assessment of the associated costs and benefits.

Date for Submission

Your response to this paper is needed by February 29, 1996. Responses should be sent to:

Ann Borooah
Director
Housing Development and Buildings Branch
Ministry of Municipal Affairs and Housing
777 Bay Street, 2nd Floor
Toronto, Ontario
M5G 2E5

Additional Information

For additional information needed to assist you in response to this paper, please contact the Planning and Building Policy Section of the Housing Development and Buildings Branch at 585-6515.

NOTES

1. Hon. J.T. Clement, Minister of Consumer and Commercial Relations, in the Hansard for the Legislative Assembly of Ontario, May 10, 1974, p. 1962.

2. Ontario (1992), Building Code Act, ss 34(5).

3. J. McConnaughey (1978), An Economic Analysis of Building Code Impacts: A Suggested Approach (U.S. Department of Commerce: National Bureau of Standards), pp.3-4.

4. Ontario Home Builders' Association (1995) Principles to Guide the Development of the Ontario Building Code.

5. Large Municipalities Chief Building Officials (1995) Building Regulatory Reform in Ontario.

6. Strategy 1.2.1. in the Canadian Commission on Building and Fire Codes (1994) Draft Strategic Plan.

7. Ontario (1975) "A Guide to the Building Code", Ontario Building Code (Ontario Regulation 925/75).

8. See for example: P. Williams (1995) "A regulation evaluation system: a decision support system for the Building Code of Australia" Construction Management and Economics, v.13, pp.197-208; I. Silver (1980) "The Economic Evaluation of Residential Building Codes: An Exploratory Study", Economic Council of Canada Working Papers, no.5; J. McConnaughey (1978) op. cit.

9. The Code Assessment Framework consists of three steps. First, the code is analysed to determine which sections would be affected by the proposed code change. Second, a survey analysis (based on Delphi panels of 40 experts) is conducted to estimate the risk of current versus proposed code provisions in the four hazard areas: (a) fire/smoke; (b)structural failure; (c) indoor air pollution; and: (d) personal accidents. The third step consists of an impact analysis where the costs and risks associated with current and proposed code provisions are compared with respect to: (a) design and construction cost; (b) inspection and approval cost; (c) operating costs; (c) lost revenue; (d) property damage; and: (e) injury and deaths. See: A. Ariani and R. Rakhra (1988) "Building Code Assessment Framework" Construction Management and Economics v.6(2).

10. Primary costs and benefits are those which the provision is intended to produce directly. Given the focus of the code, the most important of these are related to health and safety (e.g. reductions in loss of life, injury or property damage from building hazards). Secondary costs and benefits are those which are induced or indirectly generated by the code provision (e.g. reductions in insurance premiums, employment benefits from economies of scale created by new Building Code provisions, "social" benefits associated with energy conservation, etc.). While secondary costs are important to identify, they would not form the central focus of the simplified analysis.

11. J. McConnaughey (1978), Op. Cit. p.25. Another information source is provincial rent control regulations which estimate "useful life" for various building components.

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1996 03 19

Confirmation of the minutes of the regular meetings of 1996 02 06 and special meeting of 1996 01 30.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. a) Presentation by Theatre Aquarius **Please see separate attached package**
   b) 1996 02 06 Report from the Officials re Presentations by Theatre Aquarius and The Hamilton Art Gallery **- Pages 1 to 5**

2. Report from the Officials re Recycling Pickup Services **- Page 6**

3. Verbal Update re Parent/Community Involvement and formation of School Councils

4. Mohawk Trail School and Site - referral for severance **- Pages 7 to 9**

5. Report from the Officials re Correspondence from the Gourley Park Community **- Pages 10 to 16**

NEW BUSINESS:

1. (a) Budget Presentation
   (b) Report of the Budget Analysis Committee **- Page 17**

2. Hill Park Tenders **Information will be delivered to trustees next week**

3. Correspondence from the Ontario Public School Boards' Association re resolutions pertaining to the provincial government's $400 million cut to education in 1996 [referred at 1996 02 15 Board] **- Pages 18 to 21**

4. Report of the Special Education Advisory Committee **- Page 22**

5. Correspondence from the Dufferin County Board of Education regarding Legislation Prohibiting Smoking on School Board Property [referred at 1996 02 15 Board] **- Pages 23 to 26**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education **- Pages 27 and 28**

TO: The Chairman and Members
Operations and Finance Committee
1996 02 06

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer
D. Sage
Manager, Property, Audit and Assessment
B. Jazvac
Principal, Westmount Secondary School
J. Leek
Principal, Strathcona Elementary School
D. Dunford
Literacy Project Team Leader

RE: **THEATRE AQUARIUS AND ART GALLERY OF HAMILTON - MANAGEMENT'S RESPONSE TO THE REQUEST FOR SUPPORT OF A PRIVATE MEMBER'S BILL GRANTING PROPERTY TAX RELIEF**

REPORT: **FOR DECISION**

BACKGROUND:

In April, 1995 Theatre Aquarius Inc. requested support for their position to seek property tax exemption through a Private Members Bill. At the September meeting of the Operations and Finance Committee the Art Gallery of Hamilton expressed their desire to proceed, in a similar fashion, and request leave from property taxation. Following the Art Gallery presentation, a report responding to Theatre Aquarius' request was referred back to officials (APPENDIX A, Theatre Aquarius Report). Subsequent to the referral, a staff committee was formed to explore the program initiatives, opportunities and associated costs of both the Art Gallery and Theatre Aquarius' proposals. During November and December, 1995 separate meetings were conducted with committee and organization representatives. The following table outlines those in attendance.

BOARD OF EDUCATION	ART GALLERY OF HAMILTON	THEATRE AQUARIUS
Paul Shewfelt, Superintendent of Financial Services and Treasurer	Ted Pietrzak, Executive Director	Pam Lakin, General Manager
Daryl Sage, Manager, Property, Audit and Assessment	Jennifer Kaye, Co-ordinator of Learning and Visitor Services	Steve Newman, Production Director
Beth Jazvac, Principal, Westmount Secondary School		Lou Zamprogna, Head/Theatre School
John Leek, Principal, Strathcona Elementary School		Mary Fulford-Winsor, Head of Wardrobe
Doug Dunford, Literacy Project Team Leader		Luigi Borghesan, Master Carpenter
		Nigel Wallace, Director/Marketing
		Chris McHarge, Director

Art and Drama are integrated bridges between learning and life. The Art Gallery and Theatre Aquarius teach history, personal expression, multiple points of view, human relationships, science and how the people of the past have dealt with tough times. Art and Drama give voice to our hopes for the future. These institutions draw people to Hamilton. They form part of the soul of our community.

Our secondary students have benefited from Co-op placements, school programs, access to Arts professionals, technical advice, career information and curriculum partnerships especially with the Art Gallery.

The Art Gallery and Theatre Aquarius have worked hard to create an invitational atmosphere. Several thousand of our students visit them each year. The Art Gallery's Education Department alone has provided generous assistance in the development of curriculum materials, the inservicing of teachers, and the sharing of curriculum resources, often free of charge. The Art Gallery has also been the site of many teacher meetings and professional development opportunities.

Students need contact with professional Arts experiences. These experiences are fundamental to learning, to the development of integrated intelligence and to connecting with global realities. Arts experiences are intimately connected to the managing of the multimedia aspect of the information revolution.

Throughout the entire consultative process, there was complete understanding that all three organizations must balance program and service offerings within the economic climate in which all are burdened.

ISSUE:

To apprise trustees of the effort made by all three organizations to explore the issues surrounding the request for tax exemption.

RECOMMENDATIONS:

1. That the Board of Education for the City of Hamilton not support the request from Theatre Aquarius for relief from the education portion of the municipal tax arrears, penalties and interest which has accumulated on the property to date.

2. That the Board of Education for the City of Hamilton not support the request of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

3. That the Board of Education for the City of Hamilton not support the request of The Art Gallery of Hamilton to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

RATIONALE

As referenced in the rationale of Appendix A, both the City of Hamilton and the Region of Hamilton Wentworth have supported the requests for municipal tax exemption. Reports submitted to the respective councils indicate that the revenue loss to be experienced by granting exemption would be offset by grants paid to both the Art Gallery and Theatre Aquarius. From a Board perspective, approximately $1.3 million of assessment would be eliminated from taxation representing approximately $260,000 in annual education revenues. With no offset position, this would be a direct loss to the Board. Any potential revenue loss would place added pressure on further expenditure reduction or increase in taxation.

We regret the financial position that the Art Gallery of Hamilton and Theatre Aquarius have found themselves in. The students and staff of the Hamilton Board of Education benefit greatly from their relationship with these two cultural institutions. Our students most definitely need to continue their long term relationship with both the Art Gallery of Hamilton and Theatre Aquarius. Utilization of both the Art Gallery of Hamilton and Theatre Aquarius will be supported by staff and students on an admission fee basis. There may also be the opportunity for these organizations to appeal the assessed value of their properties through the Regional Assessment Office, Assessment Review Board or Ontario Municipal Board.

Decisions to reduce a volatile assessment base places added pressure on mill rates. Since the public board is the largest taxing body within Hamilton, all ratepayers would benefit from the recommendations that support the preservation and growth of the public school base.

APPENDIX A

TO: The Chairman and Members
Operations and Finance Committee
1995 09 12

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer

PREPARED BY: D. Sage
Manager, Property, Audit and Assessment

RE: **THEATRE AQUARIUS - REQUEST FOR SUPPORT OF A PRIVATE MEMBER'S BILL GRANTING PROPERTY TAX RELIEF**

REPORT: **FOR DECISION**

BACKGROUND:

Theatre Aquarius Inc. is a not for profit professional theatre company which was founded in 1973. In 1991 the Theatre moved to the duMaurier Centre. Since that time, they have experienced financial difficulties resulting from revenue shortfalls and escalating expenditures. The Region of Hamilton Wentworth supports Theatre Aquarius through an annual operating grant of approximately $100,000. The City of Hamilton's share of this grant is approximately 72% . The Board of Education for the City of Hamilton does not provide any grant towards the operation of Theatre Aquarius.

Since January 1, 1992, Theatre Aquarius has outstanding property taxes, including interest and penalty, amounting to $764,000 of which $367,000 is attributed to education. Realty taxes levied for 1995, based on a $400,000 assessment, are $167,000. Of this levy, 48% or $80,000 impacts on current Board revenues .

Property taxes in arrears for three years are subject to registration by the City of Hamilton. One year following registration, the City can initiate action to sell the property for the outstanding tax arrears. To date, the City has not registered the duMaurier Centre property.

At the April meeting of the Operations and Finance Committee, executives from Theatre Aquarius outlined their proposal to seek exemption from municipal taxation through a Private Member's Bill. In order for the process to begin, Theatre Aquarius requires unanimous support of Regional Council, City Council and the Board of Education in this matter.

On May 16, 1995, Regional Council adopted the following recommendations:

a) That the Region of Hamilton-Wentworth support the initiative of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes; and

b) That Theatre Aquarius submit to the Region a repayment plan to resolve the current property tax arrears.

At the August 29, 1995 meeting of Hamilton City Council, the following resolution was approved:

(a) That the City of Hamilton support the request of Theatre Aquarius for a Private Members Bill for tax exempt status, on the condition that it apply only for the duration of the Theatre's present mortgage of approximately fifteen (15) years;
and,

(b) That Theatre Aquarius submit to the City Treasurer a plan for repayment to the City of the current tax arrears owing.

ISSUE:

For trustees to accept or reject Theatre Aquarius' request of the Board of Education for the City of Hamilton to support their proposed Private Member's Bill thereby granting tax exemption from municipal property taxation.

RECOMMENDATIONS:

1. That the Board of Education for the City of Hamilton not support the request from Theatre Aquarius for relief from the education portion of the municipal tax arrears, penalties and interest which has accumulated on the property to date.

2. That the Board of Education for the City of Hamilton not support the request of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

3. That the Board of Education for the City of Hamilton adopt a policy that is focused on the preservation and expansion of the public school assessment base.

RATIONALE

Both the Region and the City have rejected Theatre Aquarius request for relief from outstanding taxes. As a result, Theatre Aquarius has indicated that the Board could limit its consideration to the impact of relief of future taxes only.

Financial Impact Of Relief From Future Taxes *(based on 1995 Total Property Tax of $167,000)*

	Share of Property Taxes			Net $ Share of Revenue Loss
Region of Hamilton-Wentworth	27%	$ 45,090		
City of Hamilton	25%	41,750	$86,840	
Less: City's Share of Operating Grant			(72,500)	$14,340
Board of Education	48%			80,160
Net Impact on Hamilton Ratepayer				$94,500

Should the request for exemption from municipal property taxation, be supported, the combined impact on the Hamilton taxpayer would be approximately $94,500 based on the assumption that grants paid by the Region to Theatre Aquarius would be discontinued. Since the Board cannot offset any of the revenue loss against grants paid to the Theatre, the Board will absorb 85% of the net loss or $80,000 annually.

In addition, the Private Bills Committee of the Legislature has adopted the position that private bills must provide for school board agreement before property taxes for a charitable or non-profit organization's property may be written off for education purposes. As a result, any loss in school taxes will no longer flow from circumstances beyond the school board's control but in fact will be the direct result of a board decision. In order that the financial consequences of such decisions remain with the board, the 1995 grant regulations will be revised such that tax write-offs as a result of priv bills passed in 1994 and thereafter will not be eligible for grant recognition under the change in tax revenue grant.

RATIONALE *continued...*

Overall growth in the Hamilton Assessment base has slowed considerably in the last 4 - 5 years to the point whereby over the past two years the assessment base has actually declined by $1.5 million. As the base declines, greater burden is placed on the remaining taxpayers. Support for Theatre Aquarius will reduce approximately $400,000 of assessment from taxation.

In 1993, the Hamilton and District Chamber of Commerce appealed to the Board to limit tax increases. Both social and economic pressures are being translated into business failures and businesses' inability to sustain tax responsibilities. This has become increasingly apparent in the Board's charge back of taxes climbing by 27% to approximately $4 million in 1995.

Trustees have minimized the effects of a declining revenues on local ratepayers by reducing more than $25 million in Board expenditures over the past two years. Should revenues continue to be eroded, further expenditure reductions may be necessary in order to stabilize future mill rate increases.

For the period 1996 to 1998, sharing of publicly traded corporate assessment will be based on enrolment. Special compensation to public boards will be frozen at the 1995 level. These pooling issues combined with mandates from the new Provincial Government will further strain efforts to sustain educational services relying on these revenues.

Presently, the Art Gallery of Hamilton has made successful presentations to both Regional and City Councils for municipal property tax exemption. Total 1995 taxes levied against the Art Gallery property, based on a $914,000 assessment, are approximately $367,000. The Board's share of this tax revenue is estimated at $176,000. Should consideration be extended to both Theatre Aquarius and the Art Gallery of Hamilton by this Board, an additional $261,000 would be added to the 1996 charge back of taxes while $1.3M worth of assessment would be eliminated from public taxation.

It is unknown as to the extent of future requests from charitable or non profit organization for relief from municipal taxation. In an effort to preserve the local assessment base and minimize future requests for tax relief, the development of a Board policy statement that supports a growth philosophy would provide guidance to the ratepayers of the City of Hamilton.

1996 03 19

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative and Operational Services**
PREPARED BY: **D. O'Connor - Manager Design , Plant Services**
G. Hardman - Manager Purchasing
M. Robinson - Purchasing

RE: **Presentation by Recycling Pickup Services to the January 23, 1996 Special Operations and Finance Committee Meeting**

REPORT: **Decision**

BACKGROUND:

1. The presentation by Recycling Pickup Services (RPS) was referred by the Operations and Finance Committee to Senior Management for review .

2. Staff from Plant Services, Purchasing Services and Caretaking Services are currently working on specifications for waste removal that will focus on the 3 R's (Reduce, Reuse, Recycle). These specifications will substantially change the historic emphasis on disposal and enable the Hamilton Board to meet, or exceed, current legislated requirements and to continue the implementation of the Board's Environmental Policy.

3. Staff are committed to setting in place a process for waste removal that will produce educational, occupational and financial benefits for the students, staff and other customers of the Hamilton Board.

ISSUE:

To advise the Board on the presentation made by Recycling Pickup Services.

RECOMMENDATION:

1. That no action be taken on the presentation by RPS.

RATIONALE:

1. Companies will be invited to respond to a publicly advertised tender in April, 1996. In the interest of the process for tendering it would be inappropriate to make specific comments or recommendations on this presentation.

TO: The Chairman and Members
Operations and Finance Committee
1996 03 19

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer
D. Sage
Manager, Property, Audit and Assessment

RE: **REFERRAL FOR SEVERANCE - MOHAWK TRAIL SCHOOL AND MUSEUM**

REPORT: **FOR DECISION**

BACKGROUND:

At the January 9th, 1996 meeting of the Operations and Finance Committee, the "Sale of Board Sites" report was presented. Concerns were expressed regarding the sale of Mohawk Trail School and site. In particular, should the property be approved for sale, a very significant part of not only this Board but the community as a whole could be lost as this property is also home to the Mohawk Trail Museum. This museum, built in the late 1800's, is an architecturally important structure and is particularly rooted within local interest groups. It is the intention of this report to provide a balance between selling properties deemed surplus to the Board's needs with the need to protect a part of our community heritage.

ISSUE:

To share with Trustees a proposal that provides for the sale of the Mohawk Trail property while preserving the existence and operation of Mohawk Trail Museum.

RECOMMENDATIONS:

1. That Mohawk Trail School, Museum and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Mohawk Trail School in this attendance area within ten years of the date of disposal. The funds realized from the sale be placed in Capital Reserves and

2. That the sale of Mohawk Trail School, Museum and site be conditional upon the Board securing

   (a) a land severance on the site, acceptable to the City's Planning Department, whereby the Mohawk Museum would remain under the control and ownership of the Board

   OR

   (b) a formal agreement with the purchaser, whereby property ownership would be with the purchaser and that the museum would be preserved to operate as such.

RATIONALE

Three options were reviewed prior to making the recommendation

(a) sell the property as is
(b) make application for severance before proceeding, thereby offering only the school and applicable lands for sale
(c) proceed to sell with the condition of either the Board obtaining a severance or an agreement with the purchaser with both alternatives aimed at securing the existence of the museum.

Only options (b) and (c) were pursued with diligence.

Option (b) would require a severance application to be filed with the City's Planning Department. It is likely that the application would be accepted, provided the museum maintains a side yard of 4 feet on the west side of the building and a rear yard of 25 feet on the north side of the building. The Planning Department would prefer that the rear lot line then be parallel to Mohawk Road and extend over to West 15th Street. This parcel of land would form a rectangular boundary around the museum and would remain in the ownership of the Board. (See Appendix A).

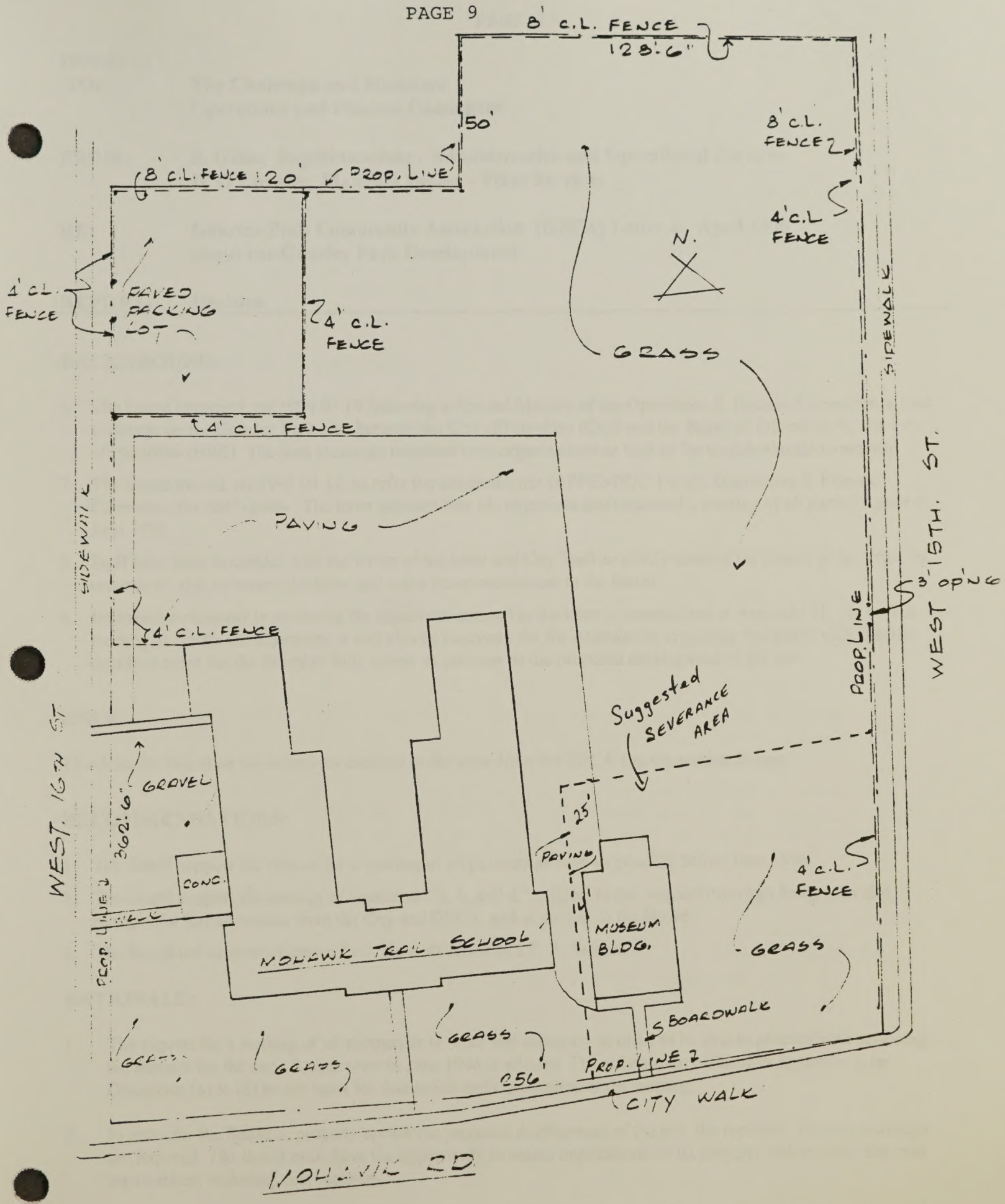
The cost of severance is estimated at $2500 and may take two to three months to secure. The difficulty with making an application for a severance for the lands is that if a consent was obtained, it lapses within a year unless a Deed for the property is stamped with the consent within that year.

Option (b) has not been recommended since there is considerable expense incurred in seeking a severance which, without a buyer, lapses in one year. Given the fact that the Board must follow the legislative guidelines when selling property, there may be a higher probability that the severance application would expire during this process. Therefore, additional expense would be incurred by the Board when reapplying for severance.

Option (c) permits the Board to seek potential buyers without incurring severance application expense. It would be clear to both preferred agencies and the market place that the preservation of the museum will be a condition of sale. At the time of sale negotiations, either the Board would seek severance or would protect community and Board interests in the museum through a formal contractual agreement (e.g. 99 year lease back). This option also recognizes that the Mohawk Trail museum has architectural importance and any move to dispose of it would probably be challenged. The flexibility of option (c) should mitigate this issue.

All acceptable offers to purchase will be brought back to Board for approval. At that time all details of the potential sale would be reviewed including the overall ownership and operation of the museum.

Presently Mohawk Trail School is leased to Mohawk College. The Board has been advised that the College will be vacating this site in May 1996.



MOHAWK TRAIL SCHOOL
SITE PLAN
NOT TO SCALE MAR. 75

1996 03 19

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative and Operational Services**
D. O'Connor, Manager Design - Plant Services

RE: **Gourley Park Community Association (GPCA) Letter of April 1995 about the Gourley Park Development**

REPORT: **Decision**

BACKGROUND:

1. The Board approved, on 1994 05 19 following a Special Meeting of the Operations & Finance Committee, a land exchange on the Gourley Park site, between the City of Hamilton (City) and the Board of Education for the City of Hamilton (HBE). The land exchange benefited both organizations as well as the neighborhood/community.
2. The Board moved, on 1995 04 12, to refer the attached letter (APPENDIX I) to the Operations & Finance Committee for staff review. The letter outlined four (4) objectives and requested a meeting of all partners prior to June 1995.
3. Staff have been in contact with the writer of the letter and City Staff to clarify some of the details in the letter, in order to be able to review the letter and make recommendations to the Board.
4. Information obtained in reviewing the objectives outlined in the letter is summarized in Appendix II. As well as meeting to clarify the objectives, it will also be necessary for the Association to provide the Board with specific details in order for the Board to fully assess its position on the proposed development of the site.

ISSUE:

To advise the Board on the objectives outlined in the letter from the GPCA and the request to meet.

RECOMMENDATIONS:

1. The Board support the request for a meeting of all partners as soon as possible before June 1996.
2. The Board support the concept of objectives " a, b, and d ", subject to the required drawings being provided, receipt of a formal request from the City and GPCA, and at no cost to the Board.
3. The Board not support objective " c ", the installation of a P. A. System .

RATIONALE:

1. The request for a meeting of all partners is in order and necessary in order to be able to proceed with reviewing the concept for the site. A time prior to June 1996 is advised. The information outlined in Appendix II on Objectives (a) to (d) be the basis for discussion and clarification at the meeting.

2. In order for the Board to properly review the proposed development of the site, the necessary detailed drawings are required. The Board must have the opportunity to assess implications on its property and examine any cost implications, including cost recovery.

3. Without a proper permit or support from the City it would be inappropriate for the Board to approve an installation contrary to City regulations.

APPENDIX I

GOURLEY PARK COMMUNITY ASSOCIATION

Referred to Operations and Finance Committee at 1995 04 20 Board

OFFICE OF THE
APR 18 1995
DIRECTOR OF EDUCATION

Mr. D. Goodridge
Director
Board of Education for City of Hamilton
100 Main Street West
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Sir:

RE: Gourley Park Development / James MacDonald School - 1995 Development

As you are aware for many years now the partnership between City of Hamilton and Board of Education has allowed us (the residents) of the Gourley neighbourhood to use your lands to provide recreational facilities in our area, while also allowing us to preserve the trees in the city owned parkland.

There has always been a good response from both departments and we are certainly appreciative of all your assistance over the years, and commend our trustees Wes Hicks and Sue Rodgerson for their input and efforts on our behalf. It was most gratifying to see the Board of Education and City of Hamilton work so well together last year to solve the land situation with benefits to all parties!! The park area is proceeding nicely and has certainly improved in appearance since we first began to develop the lands! Come out and see and enjoy the improvements!!

Well 1995 is here and we are into our third year of a seven year plan of re-development. At this time the Gourley Park Community Association is requesting the decision of September 8, 1992; ie. "Not to permit construction on Board lands at that time", be brought forward for discussion and request that you allow further development of our programme in 1995.

Our objectives are to:

a) complete the southern portion this season and early next year with lighting and asphalting of pathways

b) to begin a concept plan of the northern portion of the land for development in 1996

APPENDIX I

c) seek permission to install a P.A. system on northern end by the existing building, as early as possible this year

d) to request installing of sensors on lights along walkway from Brigadoon to school (to eliminate the need to re-set the timers every spring and fall and to make it safer to walk in early August when dusk arrives earlier).

Since your funding is unavailable for construction/ or addition to school and perhaps a long wait before it becomes a reality, we feel that park development should be able to proceed! The northern portion development does not appear to affect any plans of the Board.

This project can only enhance the existing lands and convey to our residents the co-operative nature of the Board of Education.

A meeting of all parties concerned, the city staff, ward aldermen, representatives of the Board and our neighbourhood park committee should take place before June 1995 to clarify our position.

Thank you for your consideration and we await your earliest reply.

yours very truly

K Marcoux

Mrs. Karen Marcoux, Chairman
Mr. Robert Johnston, Co-Chairman
Gourley Neighbourhood Park Committee

cc: City staff - Parks Division
Wes Hicks, Sue Rodgerson - Trustees
Alderman Don Ross/Frank D'Amico
J. McCrory - Principal James MacDonald School

KM:mb

APPENDIX II

SUMMARY OF INFORMATION REGARDING GOURLEY PARK COMMUNITY ASSOCIATION OBJECTIVES FOR THE DEVELOPMENT OF GOURLEY PARK

OBJECTIVE A - LIGHTING AND PAVING - see map Appendix II Objective (a)

The work outlined in objective (a) affects City park land that was acquired in the land exchange with the HBE that was completed in June 1994. The land exchange made it possible for the GPCA to construct their first creative playground on City property, rather than in the south-west corner of the HBE property as originally planned. This work has been completed by the Parks at no cost to the HBE.

There is work not outlined in objective (a) that is required to complete the plan developed by Parks and the GPCA that potentially affects HBE property. This work involves completing the connection between the Parks new illuminated walkway and the HBE existing illuminated walkway. However this additional work may no longer be required as the construction of streets and sidewalks in the newly developed subdivisions in combination with the works by Parks have effectively duplicated the Boards existing illuminated walkway making the latter redundant.

The HBE illuminated walkway has served as an essential City walkway prior to the recent development of this area.

The HBE existing walkway is illuminated however the asphalt construction itself is:

(i) in poor condition
(ii) narrower (1.20 m.) than the walkways recommended by Parks (2.00 m.) for access/maintenance by their vehicles/equipment and
(iii) negatively affecting the existing surface drainage.

The need for an illuminated walkway for the exclusive use of the HBE is doubtful.

This facility, if NOT required by the Parks or GPCA to complete their plans, is recommended to be demolished and the affected area to be reworked to match the surrounding play field, at Board expense;

OR

This facility, if required by the Parks or GPCA to complete their plans, is recommended upgraded at the expense of the City. It is also recommended that all future costs for maintenance and energy consumption for this facility be the responsibility of the City.

OBJECTIVE B - CONCEPT PLAN -see map Appendix II Objective (b)

The concept plan referred to in objective (b) has been received and reviewed by Plant Services staff. The plan proposes the constructing of a second creative playground by Parks and GPCA, this one on the north-east corner of the HBE property.

The plan includes a significant landscaping component and indicates a significant number of new trees to be planted. Many of these trees are shown to be planted on HBE property. The landscaping component of the plan is not sufficiently detailed to address the interference with an existing baseball diamond, the reduced street level visibility of the HBE property or the potential effects it would have on the security of the school building.

The plan does not address whether the existing "traditional play equipment" area immediately beside the proposed new creative playground will remain or be removed at a later date. At this point it appears the GPCA intends to utilize both playground facilities. The position of Parks on the condition and serviceability of the existing play area is not known.

APPENDIX II

OBJECTIVE B continued

The plan does not address the interference with the HBE existing illuminated walkway . The proposed plan renders this existing walkway redundant. As outlined in Objective A , this walkway should also be reviewed with the view to making the appropriate decision about its future need (upgrade or demolish) .

The plan does not address the interference with the parking lot/fire access turnaround lane that was constructed as part of the 1990 Addition to James MacDonald School. The plan is not sufficiently detailed to address the effects of the proposed creative playground construction and its ancillary pathways on the surface drainage for the affected area, nor for the HBE property overall.

There are no Parks guidelines or other planning code requirements that indicate the amount of creative playground equipment needed to meet the needs of neighborhoods/communities or schools. These projects are typically a local neighborhood/community fund raising initiative that utilizes Parks to coordinate design and construction and to access additional regional/municipal funding. The redevelopment plan and work already completed by the Parks and GPCA has effectively created a neighborhood/community park, Gourley Park, on HBE property. This has not been an uncommon occurrence or even an occurrence for concern in the past. However the ability of the HBE to operate and enjoy the use of school properties is undeniably reduced that the benefit to the neighborhood/community can be improved. At present the park space occupies approximately seventy-five per-cent (75.0%) of the play field space on this school site.

The footprint of the second creative playground is proposed to rest within the space currently being occupied by the park. With the knowledge that there is no additional property requirements there is little argument to prevent the GPCA from proceeding. However the final details addressing the concerns mentioned have not yet been completed. These details would include that all costs shall be the responsibility of the Parks and GPCA.

OBJECTIVE C - INSTALL A P.A. SYSTEM

The work outlined in objective (c) was discussed in Summer 1995 between Ms. Karen Marcoux-GPCA and Mr. Duane O'Connor-HBE without resolution. At that time Mr. O'Connor requested that Ms. Marcoux;

(i) provide details/specifications of the public address (PA) equipment proposed to be installed for review and acceptance by Board staff, and
(ii) obtain all permit(s) required by City staff (zoning, by-law, building, etc.) and provide same for the review and acceptance of HBE staff

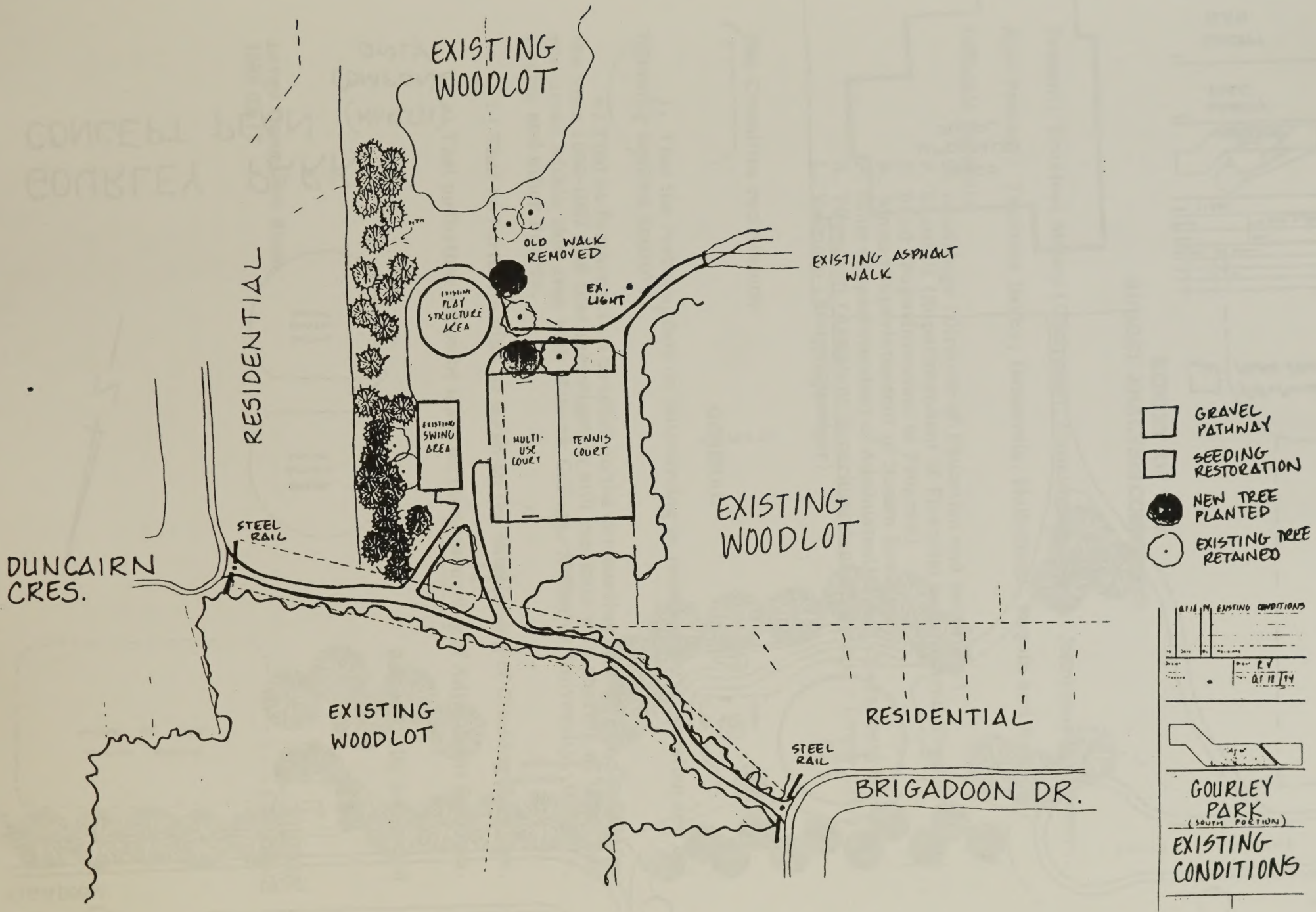
OR

(ii) obtain letters of acceptance from the City staff (zoning, by-law, building, etc.) if no permits are required and provide same for the review and acceptance of HBE staff, before proceeding with this work.

To date no such information has been received. It is the understanding of HBE staff that City staff do not permit PA systems to be installed in neighborhood/community parks because of the disturbance caused to proximate residents. It is well established that this portion of HBE property already serves as a neighborhood/community park.

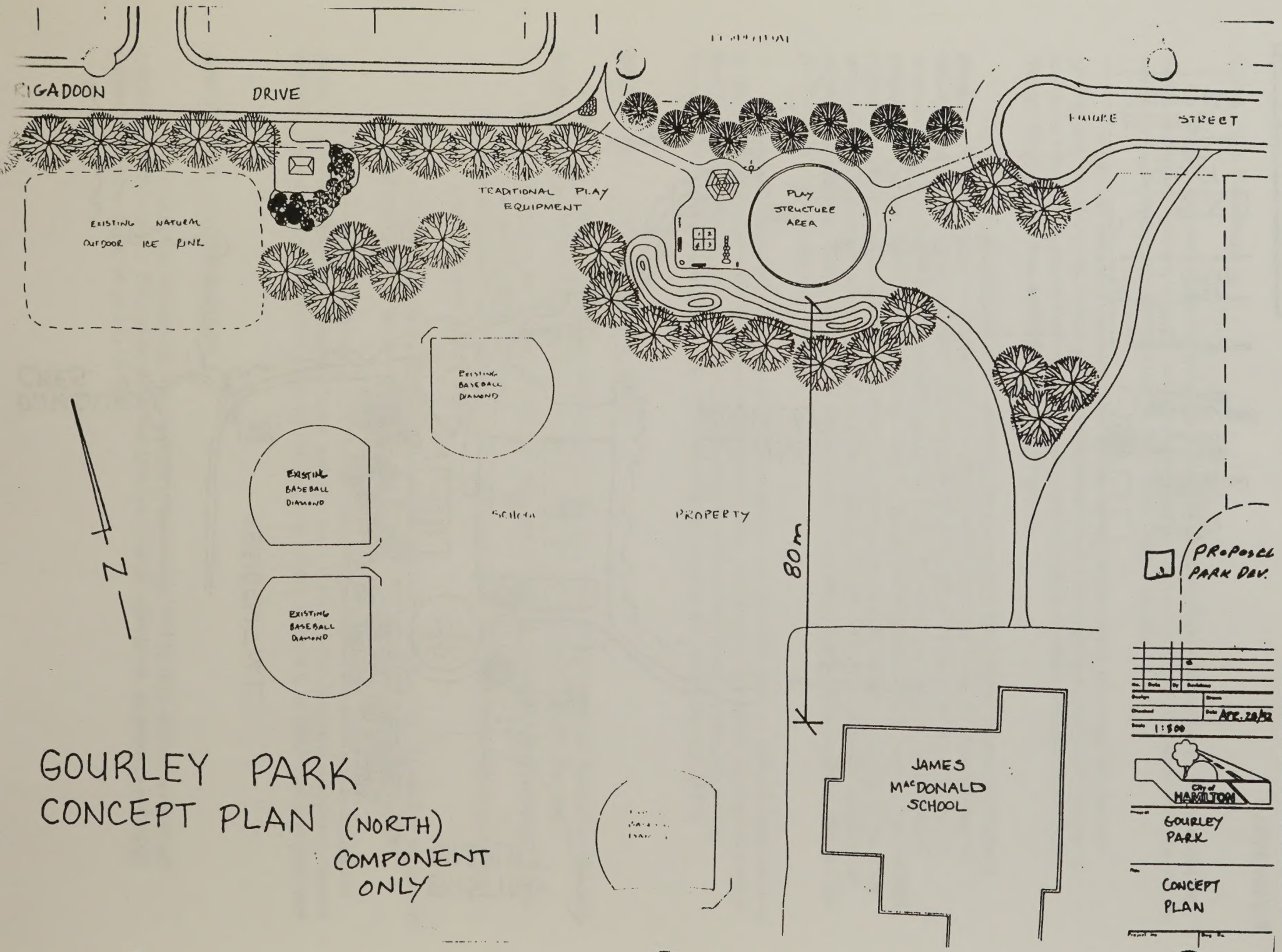
OBJECTIVE D - LIGHT SENSORS

The work outlined in objective (d) was completed in the Summer 1995 by HBE staff and an electrical contractor, at HBE expense. It is recommended that all future costs for replacement, maintenance and energy consumption for this facility be paid by the City.



APPENDIX II Objective (a)

APPENDIX II Objective (b)



GOURLEY PARK
CONCEPT PLAN (NORTH)
COMPONENT
ONLY

REPORT OF THE
BUDGET ANALYSIS COMMITTEE

Present: Trustees Bishop (Chairman), Cunningham, Hicks, Johnstone and Stewart.

Also Present: Trustees Darby, Desmarais, Mulholland, Paquin and Rogers

Officials Present:

D. Goodridge (Director of Education and Secretary)
P. Shewfelt (Superintendent of Financial Services and Treasurer)
E. Bond (Superintendent of Program)
R. Binns (Superintendent of Human Resources)
P. Gillie (Superintendent of Administrative and Operational Services)
S. Thompson (Assistant Superintendent of Schools - Lower City)
L. Veerman (Budget Manager)

The Committee recommends:

GENERAL

1. That the verbal update on Outsourcing be received for information and the following motions approved:

a) That no further action be taken on the outsourcing of Health and Safety for the year 1996-1997 and that investigation still continue with sharing of ideas and resources within this area with Mohawk College, McMaster University, the City, Region and other Boards.

b) That no further action be taken on the outsourcing of Cleaning Services.

c) That no further action be taken on the outsourcing of Adjustment Services.

Respectfully submitted

Large Committee Room
1996 02 13

J. BISHOP
Chairman

DONNA CANSFIELD
President

MIKE BENSON
Executive Director

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE, 18th FLOOR, TORONTO, ONTARIO M5G 1Y8
TELEPHONE: (416) 340-2540 • FAX: (416) 340-7571

February 9, 1996

Referred to Operations and Finance Commitee at 1996 02 15 Board

Dear Chair,

As your board prepares its budget for next year, you no doubt have many questions about the provincial government's funding cuts to education and what "tools" the Minister of Education and Training will provide to help school boards manage these funding cuts. Nobody likes cutbacks, of course, but Ontario's public school boards — as partners in the delivery of an important public service — have a responsibility to help reduce the provincial debt. We also have a duty to ensure that we minimize the impact of the province's funding cuts on students, employees and local property taxpayers.

Last fall, the Ontario Public School Boards' Association provided the Minister of Education and Training with a broad range of restructuring proposals, which could save up to $1 billion *over several years*. Coincidentally, the minister recently confirmed that the province's $400-million cut to education in 1996 amounts to more than $1 billion during the 1996/97 school year. This figure includes funding cuts to junior kindergarten and adult education and last summer's $32-million reduction. While the minister has expressed interest in the association's restructuring proposals, we do not yet know what the minister's "tools" will be. To minimize the impact of the cuts, OPSBA is urging the provincial government to *phase in* its reduced funding levels for education and provide an adequate range of "tools" that will *fully offset* the province's funding cuts to education.

Earlier this week, I spoke with Mr. Snobelen to stress the importance of his government working collaboratively with all players in education — including teachers' federations — to find constructive ways to manage the funding cuts. It will not be an easy process, but certainly the funding cuts will be less disruptive if we all work together.

Last weekend, OPSBA's board of directors passed resolutions on the province's funding cuts, which are contained in the enclosed political-action request. These resolutions, as well as our sincere request that teachers be part of the province's efforts to find ways to manage the funding cuts, have been relayed to the Premier, the Minister of Education and Training and other MPPs. As stated in the political-action request, we encourage your board to assist the association's lobbying efforts by writing to your local MPP(s) as well as the Premier, Minister of Education and Training and Opposition education critics.

...2/

I look forward to seeing you at the February 14 meeting, which Minister of Education and Training John Snobelen will attend to provide information on his "tools" for managing the funding cuts. If you are unable to attend this meeting and wish to discuss any of these matters further, please do not hesitate to contact me.

Yours truly,

Donna Cansfield

Donna Cansfield
President

cc: OPSBA Directors and Delegates
Directors of Education

Political Action REQUEST

February 5, 1996

As school boards are preparing their budgets for the 1996/97 school year, we are encouraging member boards to assist the association's lobbying efforts by writing to their local MPP(s), as well as the Premier, Minister of Education and Training and opposition education critics, on the matters contained in the following resolutions.

On February 3, the Ontario Public School Boards' Association's board of directors passed the following resolutions pertaining to the provincial government's $400 million cut to education in 1996, which amounts to approximately $1 billion during the 1996/97 school year:

> The Ontario Public School Boards' Association affirms its belief that public school boards — as transfer partners of the provincial government — have a duty to share in finding solutions to the province's debt problem, within the scope of the following resolutions:
>
> Resolution #1
>
> Whereas a $1 billion reduction in education grants in 1996 will result in substantial cuts to classroom programs across the province; and
>
> Whereas boards must be able to manage the funding cuts in ways that minimize the impact on students, employees and taxpayers;
>
> Therefore be it resolved that the Ontario Public School Boards' Association urge the provincial government to *phase in* its reduced funding levels for education so that boards may have adequate time to restructure their operations.
>
> Resolution #2
>
> Whereas public school boards require flexibility to manage the funding cuts in ways that reflect the diversity of conditions throughout the province; and
>
> Whereas school boards wish to minimize any mill rate increases which affect local property taxpayers;

..2/

ONTARIO
PUBLIC SCHOOL BOARDS'
ASSOCIATION

TY AVENUE • SUITE 1850 • TORONTO, ONTARIO • TEL: (416)340-2540 • FAX: (416)340-7571

Therefore be it resolved that the Ontario Public School Boards' Association urge the provincial government to provide an adequate range of tools which will *fully* offset the province's funding cuts.

Resolution #3

Whereas the Ontario Legislature does not reconvene until late March; and

Whereas public school boards need to know what tools are available to them in order to plan their budgets for the 1996/97 school year;

Therefore be it resolved that the Minister of Education and Training give assurance of the provincial government's intent with respect to legislative changes to school boards no later than mid-February.

Addresses you may need are:

Hon. Mike Harris
Premier of Ontario
Room 281, Main Legislative Building
Queen's Park
Toronto, Ontario M7A 1A1
Tel: (416) 325-1941
Fax: (416) 325-3745

Hon. John Snobelen
Minister of Education and Training
22nd Floor, Mowat Block
900 Bay Street
Toronto, Ontario M7A 1A2
Tel: (416) 325-2600
Fax: (416) 325-2608

Hon. Ernie Eves*
Minister of Finance
7th Floor, Frost Building
7 Queen's Park Crescent
Toronto, Ontario
M7A 1Y7

Mr. Richard Patten, MPP
Education Critic
Liberal Party of Ontario
Room 1619, Whitney Block
Toronto, Ontario M7A 1A4
Tel: (416) 325-1628
Fax: (416) 325-1682

Mr. Bud Wildman, MPP
Education Critic
New Democratic Party of Ontario
Room 361, East Wing, Main Legislative Building
Toronto, Ontario M7A 1A5
Tel: (416) 325-6800
Fax: (416) 325-7029.

For additional addresses or more information: Heather Roseveare Dion, Director of Communications and Political Action, or Eileen Dooley, Communications and Political Action Officer, (416) 340-2540

* addition

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mr. D. Bucsis (Chairman); Trustees Bishop, Rogers and Stewart; Mesdames Barr, Bramberger, Burns, Dalziel, Kappheim, Kerr Jaskiewicz, Oommen and Simms-Obidi; and Dr. Van der Spuy.

Also Present: Trustee Mulholland
P. Hutchinson (Hamilton Teachers' Federation)
S. O'Brien (Hamilton Secondary School Principals' Council)

Officials Present: E. Bond (Superintendent of Program)
S. Thompson (Assistant Superintendent of Schools - Lower City)
Dr. J. Tomlinson (Project Team Leader - Special Education)

The Committee recommends:

GENERAL

1. That the Budget Analysis Working Group Report re Transportation be received for information and the following recommendation approved:

(a) That the Special Education Advisory Committee support the exploration of alternatives to the transportation issues at hand and request the Board to delay the implementation of any transportation changes affecting Special Education until September, 1996.

Respectfully submitted,

Lower Auditorium
1996 02 21

D. BUCSIS
Chairman

DUFFERIN SCHOOLS
THE VITAL DIFFERENCE

TEL (519) 941-6191

OFFICE OF THE

DIRECTOR OF EDUCATION

December 4, 1995

Referred to Operations and Finance Commitee at 1996 02 15 Board

The Honourable James Wilson
Minister of Health
10th Floor
Hepburn Block
80 Grosvenor Street
Toronto, ON
M7A 2C4

Dear Mr. Minister:

Re: Local Problems Arising from Provincial Legislation Prohibiting Smoking on School Board Property

The following resolution was passed at the Tuesday, November 28, 1995 Regular Meeting of The Dufferin County Board of Education:

"B448-95: That The Dufferin County Board of Education support the Towns of Orangeville and Shelburne in their efforts to address the problems created by Section 9(1)3 of Bill 199: An Act to Prevent the Provision of Tobacco to Young Persons and to Regulate its Sale and Use by Others, by:

1. continuing to work with municipal officials, neighbours, school administrations and students to seek solutions to the problems,
2. petitioning our local MPP and the Provincial Minister of Health to amend Bill 119 so that outdoor smoking areas may be reinstated on school property,
3. sending copies of this resolution and back-up information seeking the support of all Ontario School Boards.

CARRIED."

...2

Re: Local Problems Arising from Provincial Legislation Prohibiting Smoking on School Board Property

Copies of correspondence from the Shelburne Police Services Board and the Mayor of Orangeville are attached.

The amendment of Bill 119 to include the reinstatement of outdoor smoking areas on board properties would address the problems that boards of education currently face.

Sincerely,

David C. Baldwin
Director of Education & Secretary-Treasurer

DCB/dl
Attch.
k:\letters\wilson5

c- David Tilson, MPP, Dufferin-Peel (Parliamentary Asst. to Attorney General)
Mayor Mary Rose - Town of Orangeville
Harold Arnold, Chairman, The Shelburne Police Services Board
All Ontario School Boards
Trustees, Officials, Principals, The Dufferin County Board of Education

OFFICE OF THE
CHIEF OF POLICE

Shelburne Police Service

Box 191 Shelburne Ontario
L0N 1S0

PHONE SHELBURNE
(519) 925-3312

November 20, 1995

Dufferin County Board of Education
40 Amelia Street
Orangeville, Ontario
L9W 3T8

Attn: Mr. Gary Murray

Dear Mr. Murray:

Please be advised that the following resolution was passed at the November 16, 1995 meeting of the Shelburne Police Services Board:

#4 Ed Crewson - Irene Davis
Whereas Bill 119 prohibits smoking on School Board Property;
Whereas it is inevitable that some high school students will smoke;
Whereas these students who smoke are currently being forced by Bill 119 to smoke on the sidewalks, parklands, roads and private property adjacent to schools,
Whereas the presence of these smoking students impede, intimidate and obstruct the use of these sidewalks, parklands, roads and private property;
Therefore be it resolved that the Shelburne Police Services Board petitions David Tilson, MPP Dufferin Peel and the Province of Ontario to amend Bill 119 to provide accessible, safe and secure outdoor area for students to smoke on School Board property and further that copies of this resolution be circulated to the Board of Education in Dufferin and Peel and the Town of Shelburne, Orangeville, Caledon for support.

Carried: Harold Arnold

It would be greatly appreciated, if your organization would send a letter supporting the above resolution, to David Tilson, MPP and the Province of Ontario .

Sincerely yours,

THE SHELBURNE POLICE SERVICES BOARD

Susan Rabuir
for Harold Arnold
Chairman

HA:srh

OCT 17 1995

THE CORPORATION OF THE TOWN OF ORANGEVILLE
OFFICE OF MAYOR
87 BROADWAY
ORANGEVILLE, ONTARIO L9W 1K1
(519) 941-2660
TORONTO (905) 846-0510
FAX (519) 941-9033

MARY T. ROSE
MAYOR

Regular Board Meeting
Tuesday, November 14, 1995
Item #6 (a) (i)

October 11, 1995

The Honourable James Wilson,
Minister of Health,
10th Floor,
Hepburn Block,
80 Grosvenor Street,
TORONTO, Ont.
M7A 2C4

Dear Mr. Minister,

The residents of Orangeville are experiencing a great deal of aggravation arising from provincial legislation that prohibits smoking. Specifically, I am addressing the fact that students at our local high school are prohibited from smoking anywhere on Board of Education property. The enforcement of this prohibition has resulted in a great number of students gathering on the lawns of property owners during lunch break, etc. to smoke cigarettes.

Residents in the area of the high school are very vocal in their abhorrence of this practice that results in littered lawns and students loitering all around their property. Presently there are 2,186 students enrolled in the Orangeville and District Secondary School. It is my understanding that 25% of the student body presently smoke cigarettes. The fact that the students cannot smoke on Board of Education property does not appear to discourage the habit they have acquired.

Mr. Minister, I do not wish to appear to be in support of this habit. Realistically speaking, however, I do think the present legislation fails to stamp out the practice of smoking. Rather, it appears to be shuffling it from one area of responsibility to another.

On behalf of the residents of Orangeville, I am seeking your assistance in alleviating this problem. These residents feel that their property and their quality of life are being negatively affected by the intrusion of students using their property as smoking areas.

Yours truly,

Mary T. Rose

MARY T. ROSE,
MAYOR

MTR:a
c.c. - Dufferin County Board of Education.
- Principal, O.D.S.S.

Hamilton Board of Education
Education Centre
1996 03 19

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY / SECONDARY

(a) That the following trip requests be approved:

(i) Cardinal Heights, Grade 8, History Trip, Ottawa, 1996 05 22-24 (Wednesday to Friday)

(ii) C. B. Stirling, Grades 6-8, Outdoor Education, Camp Wanakita, Haliburton Area, 1996 06 05-07 (Wednesday to Friday)

(iii) Central, Grade 5, Outdoor Education, Crieff Hills, Puslinch, 1996 06 20-21 (Thursday to Friday)

(iv) Dalewood, Grade 6, Outdoor Education, Canterbury Hills, Ancaster, 1996 05 27-28 (Monday to Tuesday)

(v) Dalewood, Grade 6, Outdoor Education, Canterbury Hills, Ancaster, 1996 05 29-30 (Wednesday to Thursday)

(vi) Glen Brae, Grade 8, Outdoor Education, Olympia Sports Camp, Huntsville, 1996 05 21-24 (Tuesday to Friday)

(vii) Hess Street, Grade 5 and 6, Outdoor Education, Valen's Conservation, 1996 06 12-14 (Wednesday to Friday)

(viii) Highview, Grade 8, Outdoor Education, Kilcoo Camp, Haliburton, 1995 05 28-06 01 (Tuesday to Saturday)

(ix) Pauline Johnson, Grade 5, Outdoor Education, Camp Nemo, Burlington, 1996 06 19-20 (Wednesday to Thursday)

(x) Ryerson, Grade 7, Outdoor Education, Camp Wanikita, Haliburton, 1996 05 15-17 (Wednesday to Friday)

(xi) Ryerson, Grade 8, Outdoor Education, Camp Kilcoo, Haliburton, 1996 05 7-10 (Tuesday to Friday)

(xii) Viscount Montgomery, Grade 7, History Trip, Ottawa, 1996 05 29-31 (Wednesday to Friday)

(xiii) Viscount Montgomery, Grade 8, Outdoor Education, Camp Kilcoo, Haliburton, 1996 05 21-25 (Tuesday to Saturday)

(xiv) Viscount Montgomery, Developmentally Delayed, Camp Ambassador, Owen Sound, 1996 06 19-21 (Wednesday to Friday)

(xv) Westview, Grade 8, History Trip, Ottawa, 1996 06 11-14 (Tuesday to Friday)

(xvi) Sir Allan MacNab, Grades 11 and 12, Albright-Knox Gallery, Buffalo, N.Y., U.S.A., 1996 04 30 (Tuesday)

(xvii) Sir Allan MacNab, Grades 10 and 11, Albright-Knox Gallery, Buffalo, N.Y., U.S.A. 1996 05 30 (Thursday)

(xviii) Sir Allan MacNab, Grades 10-OAC, Band Trip, Chatham, 1996 05 2-4 (Thursday to Saturday)

(xix) Westdale, Grades 9-OAC, Music Festival, Boston, Mass. U.S.A., 1996 04 26-29 (Friday to Monday)

(xx) Westmount, Grades 9-OAC, Music Festival, Toronto, 1996 05 23-26 (Thursday to Sunday)

(xxi) Westmount, Grades 12-OAC, Thousand Island Invitational Track Meet, Brockville, 1996 05 10-11 (Friday to Saturday)

(xxii) Westmount, Grades 9-OAC, Queen's Park, Toronto, 1996 05 23-24 (Thursday to Friday)

Respectfully submitted,

D. W. Goodridge
Director of Education and Secretary

AGENDA

SPECIAL OPERATIONS AND FINANCE COMMITTEE

1996 03 28

GENERAL

NEW BUSINESS:

1. Update re 1996 Budget Estimates Page 1

PRESENTATION OF SUPERVISORY OFFICERS' BUDGETS

1. Director & Secretary
2. Program
3. Superintendents of Schools (Elementary/Secondary)
4. Administrative Services
5. Human Resources
6. Finance

The Board of Education for the City of Hamilton
1996 Estimates
Summary

Revised: 1996 03 26

	1995 BUDGET	1996 ESTIMATES	INCR./(DECR.) OVER PRIOR YEAR $	%
Expenditures				
Salaries & Wages, Empl. Benefits	$ 218,165,388	223,098,301	4,932,913	2.26%
Energy	5,779,000	5,779,000	0	0.00%
Debt Charges	3,225,936	2,921,791	(304,145)	(9.43%)
Computer Equipment Rentals	2,566,000	3,406,000	840,000	32.74%
Transportation & Insurance	5,830,154	5,796,029	(34,125)	(0.59%)
Tuition Fees	4,874,839	6,155,369	1,280,530	26.27%
Charge Back of Taxes	3,974,600	3,577,220	(397,380)	(10.00%)
Consumables	10,146,230	10,980,565	834,335	8.22%
Contractuals	793,025	848,135	55,110	6.95%
Capital	4,253,242	6,404,401	2,151,159	50.58%
Transfer to Reserves	56,100	30,000	(26,100)	(46.52%)
	$ 259,664,514	268,996,811	9,332,297	3.59%
Revenues				
Levy for Mill Rate	157,070,973	175,573,042	18,502,069	11.78%
Mill Rate Stabilization Reserve	1,495,000	0	(1,495,000)	(100.00%)
I.I.S. Reserve	200,000	0	(200,000)	100.00%
General Legislative Grants	77,173,513	70,571,000	(6,602,513)	(8.56%)
Suppl Taxes, T&T, PIL	6,896,638	6,913,330	16,692	0.24%
Tuition Fees	13,913,702	12,061,920	(1,851,782)	(13.31%)
Surplus (Deficit)	(345,225)	1,082,879	1,428,104	(413.67%)
Other Provincial Revenue	1,654,442	1,153,334	(501,108)	(30.29%)
Other Revenue	1,605,471	1,641,306	35,835	2.23%
	$ 259,664,514	268,996,811	9,332,297	3.59%
Incr./(Decr.) over Prior Year's Budget	(3.60%)	3.59%	9,332,297	3.59%
Taxes on Average $5000 Assessment				
Education	$ 987.13	1,109.85	122.72	12.4%
City	525.71			
Region	550.72			
Taxes on $5000 Assessment	$ 2,063.56			

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1996 04 04

TO THE CHAIRMAN AND MEMBERS
OPERATIONS AND FINANCE COMMITTEE
(Trustees Hill, Desmarais, Lowe, MacDonald, Orban, Rogers and Stewart.)

Ladies and Gentlemen:

Please be advised that Special Meetings of the Operations and Finance Committee [public and in-camera if necessary] have been scheduled for Tuesday, 1996 04 09 at 18:15 hours, and Thursday 1996 04 11 immediately following the Personnel and Organization Committee meeting.

The purpose of these meetings is to continue budget deliberations.

Your attendance is requested.

Yours truly,

R. Mullan

for D. W. Goodridge
Director of Education
and Secretary

cv

AGENDA

SPECIAL MEETING OF THE OPERATIONS & FINANCE COMMITTEE
1996 04 04

NEW BUSINESS: **PAGES**

PRESENTATIONS - WORK GROUP INITIATIVES

PRESENTATIONS - OTHER INITIATIVES

FRENCH

IMMERSION

A. M. CUNNINGHAM
EARL KITCHENER
G.R. ALLAN
GLEN ECHO
PEACE MEMORIAL
SANFORD AVENUE
NORWOOD PARK
GLEN BRAE
RYERSON
DALEWOOD

FRENCH IMMERSION PROGRAM

Resource Guide: French Language Arts Extended and Immersion Programs, 1993

Ministry of Education and Training (p. 4)

Second-language learning occurs not only through the study of the language itself but through the use of the language in exploring other subjects or topics that are meaningful to the student.

Second-language learning takes place when learners find themselves in a situation in which they need to communicate thoughts and feelings to those around them. Extended and immersion French programs are based on the belief that the study of a variety of subjects in French provides opportunities for purposeful communication that leads to effective language learning.

Extended and immersion French programs help foster the effective use of language and the clear presentation of ideas across the total curriculum. These programs are also designed to enhance cultural understanding and to develop an awareness of the relationship between language and learning.

Students in extended and immersion French programs should be able, upon graduation, to function well in a French-speaking community after a short orientation period. Successful graduates will experience a sense of accomplishment and pride in having developed the ability to communicate in French, and will see the learning of languages as an interesting and challenging lifelong pursuit.

The desire to communicate is the main impulse behind all language learning. Children first learn language through the natural process of interaction with their caregivers, and are not conscious of the complex rules that underlie the words and sentences they use. They experiment with and refine their language through continuous exchanges with the speakers with whom they come in contact. Similarly, second-language learning takes place most naturally when learners find themselves in situations in which they need to communicate thoughts and feelings to those around them.

Immersion and extended French programs are based on the belief that the natural language-learning situations that lead to effective second-language acquisition can be simulated in the classroom. The focus in second-language classrooms, therefore, will always be on meaning, on creating situations in which learners want to communicate messages that are important to them.

Language is influenced by the social context in which it takes place. For this reason, "in a diverse society, true language proficiency consists not only in competence in language use but also in possession of the language awareness that leads to social and intercultural understanding." (The Common Curriculum, Grades 1-9, February 1993, p. 31)

French Immersion and the Common Curriculum

Students in the Immersion Program are required to demonstrate all of the outcomes in the Common Curriculum in all program areas:

- the Arts
- Language
- Math, Science, and Technology
- Personal and Social Studies: Self and Society

In addition, students are required to demonstrate all 26 French Immersion Outcomes (see attachment).

French Immersion and the OSSD

In order to qualify for an Immersion OAC and the Certificate of French Immersion, secondary students are required to take a minimum of 10 courses which are taught using French as the language of communication. In Hamilton these courses also satisfy the compulsory credit requirements for the OSSD in Math, Science, Canadian History, Canadian Geography, the Arts , Senior Social Science, and French-Language Arts.

Immersion French Learning Outcomes (Common Curriculum)

Grade 3

Language for Communication: Listening

Students in immersion programs will:

S1 – demonstrate understanding of key information in a variety of oral texts (e.g., stories, poems, short radio broadcasts, conversations); 1a 1c

S2 – demonstrate ability to make sense of oral texts by using verbal (e.g., familiar words), intonation, and non-verbal information (e.g., visual and musical cues, gestures, body language), as well as own experience; 1a 1b 1c

S3 – distinguish common sound patterns and word elements (e.g., number and gender agreements, verb endings that indicate time) that convey meaning, when the language is spoken with different accents, and acquire some new vocabulary through listening. 1a 1b 1c 5b

Language for Communication: Speaking

Students in immersion programs will:

S4 – express using simple language, ideas, feelings, and opinions for a variety of purposes (e.g., to tell stories, to recount personal anecdotes, to take turns in conversations); 1a 1b 1d

S5 – adjust speech, to some degree, to suit the situation (e.g., use complete sentences to make a presentation, vary emphasis and tone of voice in role-plays); 1a 1b 1c 5b

S6 – communicate in familiar situations by using verbal (e.g., words adapted from first language, simple circumlocutions) and non-verbal strategies (e.g., gestures, facial expressions); 1a 1b 1c

Grade 6

Language for Communication: Listening

Students in immersion programs will:

– demonstrate understanding of key information and supporting details in a variety of oral texts (e.g., conversations, stories, poems, plays, reports); 1a 1c

– demonstrate ability to make sense of oral texts by using verbal (e.g., familiar words and grammatical constructions) and non-verbal information, as well as own experience; 1a 1b 1c

– distinguish common word elements and sound patterns that convey meaning (e.g., most agreements, verb tenses), when the language is spoken with different accents and at different speeds, and acquire new vocabulary and grammatical constructions through listening. a 1b 1c 5b

Language for Communication: Speaking

Students in immersion programs will:

– express clearly, using simple language, ideas, feelings, and opinions for a variety of purposes (e.g., to dramatize stories, to present and support a point of view, to make comments on texts that are read or viewed); 1a 1b 1d

– use both formal and colloquial speech, appropriate for the audience and situation, when given assistance (e.g., vary language, accent, and timing in role-plays); 1a 1b 1c 5a

– communicate by using verbal (e.g., synonyms, paraphrases) and non-verbal strategies; 1a 1b 1c

Grade 9

Language for Communication: Listening

Students in immersion programs will:

– demonstrate understanding of a variety of oral texts (*e.g., conversations, reports, debates, interviews*); 1a 1c

– demonstrate ability to make sense of oral texts by using verbal (*e.g., conventional as well as less commonly used structures*) and non-verbal information as well as previous knowledge; 1a 1b 1c

– distinguish a variety of elements of the language (*e.g., idiomatic expressions*) and understand the meaning conveyed even when the language is spoken in different accents and at different rates. 1a 1b 1c 5b

Language for Communication: Speaking

Students in immersion programs will:

– express clearly and easily ideas, feelings, and opinions for a variety of purposes (*e.g., to analyse, criticize, persuade, hypothesize*); 1a 1b 1d

– use both formal and colloquial speech appropriately, in keeping with the audience and the situation; 1a 1b 1c 5b

– communicate orally, even at the risk of error, by using a variety of verbal (*e.g., alternative phrasings, circumlocution*) and non-verbal

Language for Communication: Speaking

	Grade 3	Grade 6	Grade 9
S7	– use simple language to communicate for various purposes during group activities (e.g., to ask questions, encourage, take turns, add ideas); 1a 1b 1c 1d 5a 5b 5c	– use language to communicate for various purposes during group activities (e.g., to support others' opinions, clarify, follow conventions of courteous discussion); 1a 1b 1c 1d 5a 5b 5c	– use language to communicate on a range of topics and for a variety of purposes during group activities; 1a 1b 1c 1d 5a 5b 5c
S8	– use familiar and some newly acquired vocabulary and simple grammatical constructions (e.g., number, gender, and tense agreements), generally with appropriate intonation and pronunciation, but with errors. 1a 1b 1c	– use familiar and some newly acquired vocabulary, and a variety of grammatical constructions, generally with appropriate intonation and pronunciation, but with errors. 1a 1b 1c	– use varied vocabulary and grammatical structures with appropriate intonation and pronunciation, with occasional errors. 1a 1b 1c

Language for Communication: Reading

	Students in immersion programs will:	Students in immersion programs will:	Students in immersion programs will:
S9	– read simple texts on a variety of topics (e.g., stories, informational texts, poems) and demonstrate understanding of main ideas and some related details; 1a 1b 1c	– read a range of texts (e.g., books, magazines, instructional materials) and demonstrate understanding of main ideas and related details; 1a 1b 1c	– read and demonstrate understanding of a wide variety of texts (*e.g., books, magazines, newspapers, instructional materials*); 1a 1b 1c
S10	– read short texts assigned by the teacher and, with guidance, choose and read short texts for enjoyment and information; 1c 8a 8d	– choose independently and read texts to complete assignments as well as for information and enjoyment, using reference material when necessary; 1c 8a 8d	– choose independently and read for enjoyment and information a wide variety of texts in the language; 1c 8a 8d
S11	– use basic reading strategies (e.g., identify all available cues, reread), as well as own experience, to make sense of written texts, respond briefly as requested, and detect common biases; 1a 1b 10b	– use a range of strategies to read in the language (e.g., draw on previous knowledge), respond in a variety of ways, and detect bias; 1a 1b 2a 10b	– read in the language with ease and respond in a variety of ways; 1a 1b 2a 10b
S12	– demonstrate some understanding of how words, simple grammatical constructions, and punctuation convey meaning in written texts. 1a 1b 1c	– demonstrate some understanding of how vocabulary, simple grammatical constructions, punctuation, and basic stylistic devices are used to create meaning and special effects. 1a 1b 1c	– explain the many ways in which vocabulary, grammatical structures, punctuation, and stylistic devices can be used to create meaning and special effects in written texts. 1a

Language for Communication: Writing

	Grade 3	Grade 6	Grade 9
	Students in immersion programs will:	**Students in immersion programs will:**	**Students in immersion programs will:**
S13	– write short texts (e.g., descriptions, stories, journal entries), using simple language to express ideas, feelings, and opinions on a variety of topics; 1a 1b 1c 1d	– write a range of texts on a variety of topics (e.g., scripts, reports, poems, letters) to express ideas, feelings, and opinions; 1a 1b 1c 1d	– write a wide variety of texts (*e.g., stories, poems, reports, essays, scripts, journal entries*) to express ideas, feelings, and opinions; 1a 1b 1c 1d
S14	– adjust the language in their writing, to some degree, to suit the intended audience (e.g., use polite greetings in a letter, colourful descriptions in a story for other children); 1a 1b 1c 1d	– adjust the language and form, and when given guidance, style of their writing, to suit the intended audience and purpose (e.g., use realistic dialogue in a play, colloquial expressions in a sports commentary, precise terminology in a report); 1a 1b 1c 1d	– adjust the language, form, and style of their writing to suit the intended audience and purpose; 1a 1b 1c 1d
S15	– use the stages of the writing process, with guidance (e.g., take part in group brainstorming, draft and revise); 1a 1b 1c 1d 3a 5a	– use the stages of the writing process, as well as available references and technologies, when given guidance, and seek feedback on their writing; 1a 1b 1c 1d 3a 5a	– use the stages of the writing process and a variety of reference materials and technologies, and seek feedback on their writing; 1a 1b 1c 1d 3a 5a
S16	– use familiar and some newly acquired vocabulary, simple grammatical constructions, and some punctuation, with errors. 1a 1b 1c	– use familiar and newly acquired vocabulary, and appropriate grammatical constructions and punctuation, with some errors. 1a 1b 1c	– use varied vocabulary and grammatical structures, as well as appropriate punctuation, with some errors. 1a 1b 1c

Language for Communication: Viewing and Representing

	Grade 3	Grade 6	Grade 9
	Students in immersion programs will:	**Students in immersion programs will:**	**Students in immersion programs will:**
S17	– identify key messages and some supporting details in simple media texts on a variety of topics (e.g., short videos, plays); 1a 1b 1c 1d 2c 3a	– identify key messages and related details in a variety of media texts (e.g., computer simulations, videos); 1a 1b 1c 1d 2c 3a	– identify and explain key messages and supporting details in a variety of media texts; 1a 1b 1c 1d 2c 3a
S18	– view a variety of assigned simple media texts occasionally select these for enjoyment, and produce a variety of simple media texts suited to the intended audience; 1c 2c 3a 4a 8a 8b	– view a variety of assigned media texts, occasionally select these for enjoyment and produce a variety of media texts suited to the intended audience; 1c 2c 3a 4a 8a 8b	– select and view a variety of media texts for enjoyment and information, and express a variety of responses that involve general knowledge, personal experience, and knowledge of media; 1c 2c 3a 4a 8a 8b

Language for Communication: Viewing and Representing

	Grade 3	Grade 6	Grade 9
S19	– use non-verbal and verbal cues, personal experience, and general knowledge to make sense of a variety of media texts, to respond as requested (e.g., by dramatizing portions of the text), to detect common biases, and to plan and produce media texts individually or in groups; 1b 1d 4a 5a 6b 8a 8b 9c	– use non-verbal and verbal cues, personal experience, general knowledge, and knowledge of media to make sense of a variety of media texts, to respond to such texts (e.g., by analysing the genre), to detect bias, to plan and produce media texts individually or in groups; 1b 1d 4a 5a 6b 8a 8b 9c	– plan and produce a variety of texts using appropriate media for different purposes and audiences (*e.g., slide shows, computer graphics, documentary films*), working individually or in groups; 1b 1d 4a 5a 6b 8a 8b 8c
S20	– identify and use basic features of media texts (e.g., titles, graphics, music). 1c 2c 4a 8a 8b 8c	– use basic features of text to interpret and produce simple media texts (e.g., using music to create a mood or change the pace). 1c 2c 4a 8a 8b 8c	– use various features of media texts (*e.g., pace, timing*) to interpret and produce a variety of such texts and to detect bias. 1c 2c 4a 8a 8b 8c

Language for Learning:

	Students in immersion programs will:	Students in immersion programs will:	Students in immersion programs will:
S21	– use the language to collect, summarize, and report on information on a variety of topics; 1c 10a 10b 10c	– use the language in a variety of school situations, and reflect on how language varies according to purpose (e.g., concrete language used to report a science experiment, innovative or poetic language used to write fiction); 1c 10a 10b 10c	– use the language for many purposes (*e.g., to solve problems, to play a variety of roles in group activities, to convey a personal point of view*) and reflect on these various uses of language; 1c 10a 10b 10c
S22	– identify similarities and differences between some words and language forms used to express meaning in first and second languages (e.g., words that have common origins, homonyms, some common expressions). 1a 10c	– describe and analyse conventions of formal and informal language (e.g., language used to deliver a speech, language of advertising, language in print and electronic media). 1a 10c	– compare and analyse various aspects of their first, second, or third language. 1a 10c

Language for Communication: Viewing and Representing

	Grade 3	Grade 6	Grade 9
S19	– use non-verbal and verbal cues, personal experience, and general knowledge to make sense of a variety of media texts, to respond as requested (e.g., by dramatizing portions of the text), to detect common biases, and to plan and produce media texts individually or in groups; 1b 1d 4a 5a 6b 8a 8b 9c	– use non-verbal and verbal cues, personal experience, general knowledge, and knowledge of media to make sense of a variety of media texts, to respond to such texts (e.g., by analysing the genre), to detect bias, to plan and produce media texts individually or in groups; 1b 1d 4a 5a 6b 8a 8b 9c	– plan and produce a variety of texts using appropriate media for different purposes and audiences (*e.g., slide shows, computer graphics, documentary films*), working individually or in groups; 1b 1d 4a 5a 6b 8a 8b 8c
S20	– identify and use basic features of media texts (e.g., titles, graphics, music). 1c 2c 4a 8a 8b 8c	– use basic features of text to interpret and produce simple media texts (e.g., using music to create a mood or change the pace). 1c 2c 4a 8a 8b 8c	– use various features of media texts (*e.g., pace, timing*) to interpret and produce a variety of such texts and to detect bias. 1c 2c 4a 8a 8b 8c

Language for Learning:

	Students in immersion programs will:	Students in immersion programs will:	Students in immersion programs will:
S21	– use the language to collect, summarize, and report on information on a variety of topics; 1c 10a 10b 10c	– use the language in a variety of school situations, and reflect on how language varies according to purpose (e.g., concrete language used to report a science experiment, innovative or poetic language used to write fiction); 1c 10a 10b 10c	– use the language for many purposes (*e.g., to solve problems, to play a variety of roles in group activities, to convey a personal point of view*) and reflect on these various uses of language; 1c 10a 10b 10c
S22	– identify similarities and differences between some words and language forms used to express meaning in first and second languages (e.g., words that have common origins, homonyms, some common expressions). 1a 10c	– describe and analyse conventions of formal and informal language (e.g., language used to deliver a speech, language of advertising, language in print and electronic media). 1a 10c	– compare and analyse various aspects of their first, second, or third language. 1a 10c

PROGRAM COSTING/POTENTIAL SAVINGS: FRENCH IMMERSION

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(57.3 FTE) delivering the program	$3,278,797	
		(7.2 FTE) with the least seniority		$303,075
Note 2	**School Administrators**	(2.0 FTE) assigned	$163,470	
		(2.0 FTE) with the least seniority		$158,925
Note 3	**Secretaries**	(1.625 FTE)	$56,485	
		(1.5 FTE) with the least seniority		$51,995
Note 4	**Project Team Consultant**	(20%)	$13,110	$0
	TRAVEL ALLOWANCE	(20%)	$160	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$1,000	$500
Note 5	**SUPPLIES & SERVICES**			
	Instructional Supplies		$98,500	$0
	General Supplies			
	Printing		$3,555	$0
	Repairs			
	Textbooks		$17,245	$0
	Library Resources		$17,110	$0
Note 6	**ADVERTISING**		$2,000	$2,000
Note 7	**TRANSPORTATION**		$0	$0
Note 8	**CARETAKING**		$146,300	$146,300
		TOTAL	**$3,797,732**	**$662,795**

Note 9	**Estimated One Time Severance Payout**	$0
Note 10	**Relocation Costs**	$75,000

REVENUES:

	1995 Tuition & Fees (26 Non-Residents x $1400)	$36,400
Note 11	Grants GLG	$4,871,142
	Grants - Immersion	$306,913
	Total 1995 Grants, Tuition & Fees	**$5,214,455**
	1996 Estimated Tuition & Fees	$36,400
	Grants - GLG	$4,707,958
	Grants - Immersion	$306,913
	Total 1996 Estimated Grants, Tuition & Fees	**$5,051,271**

SUMMARY:

1995 - Estimated Grants $5,214,455 - Expenditures $ 3,797,732 =	**$1,416,723**
1996 Estimated Grants $5,051,271 - Expenditures $3,797,732 =	**$1,253,539**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of French Immersion)	
	Potential Savings	$265,118
	Loss of Immersion Grant	$122,765
	Loss of GLG	$41,891
Note 12	Loss of Fees for Non-Resident Students	$14,560
	One Time Severance Pay Out	$0
Note 13	Relocation Costs	$75,000
	Estimated Net Savings	**$10,902**
	1997 (Elimination of French Immersion)	
	Potential Savings	**$662,795**
	Loss of Immersion Grant	$306,913
	Loss GLG	$104,728
Note 14	Loss of Fees for Non-Resident Students	$36,400
	Estimated Net Savings	**$214,754**

HAMILTON BOARD OF EDUCATION
EARLY FRENCH IMMERSION MODEL

French instructional time is in white area. English instructional time is in shaded area

	0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
SK - Gr. 1	All classroom instruction
Gr. 2 - 3	French Language Arts, Math, Visual Arts, Environmental Studies
Gr. 4 - 5	French Language Arts, Math, Visual Arts, Science, Social Studies, Health
Gr. 6 - 8	French Language Arts in combination with other subjects taught in French, such as: Mathematics, Social Studies, History, Geography, Science, Guidance, Computers, Visual Arts, P.E., Music, etc. in English or French depending upon staff available.

English Language Arts introduced in Grade 2.

50% bilingual program in middle school.

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations that appear on the previous page of this report.

1/ In the event that a decision were made to eliminate the elementary French Immersion program, the savings realized will not be the salaries and benefits paid to the existing teachers. The application of the elementary staffing formula to the neighbourhood schools to which the French Immersion students would be returned as a result of a decision to eliminate the program will result in an increased number of teachers being assigned to those schools. A more exact determination of the savings will require a detailed tracking by grade of students who would be returned to neighbourhood schools, identification of present class loading in neighbourhood schools and the ability to accommodate increased numbers of students, without the opening of additional classes. Using Norwood Park as an example and applying these findings to the system, the estimated savings realized will be the salaries and benefits paid to 7.2 FTE teachers with the least seniority, approximately $303,075. The 57.3 FTE positions that would be eliminated from the staff of schools which presently have French Immersion programs would be offset to a large degree, by these additions of staff in neighbourhood schools. The elementary staffing formula assigns teacher-librarian, guidance counsellors, learning resource teachers on a ratio basis (i.e. 1-330). Preliminary conditions indicate that most of the FTE reductions that would result from the elimination of the French Immersion program would come from these areas

2/ For the 9 elementary schools that have both French Immersion and English Language instructional programs, the elimination of the former program would not reduce the number of school administrators to any of these schools. As a result, any decision to eliminate the French Immersion program would only see the elimination of the positions of Principal and Vice-Principal positions at Norwood Park. The savings realized would not be the salaries and benefits paid to the present Norwood Park administrators. Rather, the savings realized will be $158,925, the salaries and benefits paid to the Principal and Vice-Principal with the least seniority in the system.

3/ The 1.625 FTE secretarial positions reported is comprised of the following: 1.3 FTE secretaries at Norwood Park, .2 FTE library secretary at Norwood Park and .125 FTE secretary assigned to the Literacy Project Team consultant. The savings realized through a decision to eliminate the elementary French Immersion program would result in the elimination of the 1.5 FTE secretarial positions at Norwood Park. It would be the recommendation of the Superintendent of Program to assign additional duties to the secretary attached to the Literacy Project Team consultant, equivalent to the number of duties she presently performs related to the French Immersion program. Therefore, the savings reported on the previous page would be $51,995, the salaries and benefits paid to the 1.5 FTE secretarial positions at Norwood Park.

4/ The expenditure reported related to the Literacy Project Team consultant represents the percentage of his total assignment, in which he is involved with the French Immersion program. In the event that a decision were made to eliminate the Elementary French Immersion program, it would be the recommendation of the Superintendent of Program to retain the position of Project Team consultant and assign to that role, additional duties related to literacy in an amount equivalent to the percentage of time presently spent with French Immersion. In the event that the position were not retained, the Project Team consultant would be entitled to be re-assigned to a teaching position and under the conditions of appointment, to have his present salary red-circled. In that case, the savings would be the salaries and benefits paid to the teacher with the least seniority, approximately $9,996.

5/ Since the students enrolled in the Elementary French Immersion program constitute 5% of the total elementary enrollment, the expenditures reported in the supplies and services category represent 5% of the total allocation to the elementary panel. If a decision were made to eliminate the Elementary French Immersion program, it is likely with the transfer of students to neighbourhood schools in English Language instructional programs, there would be an increase in the supplies and services allocation to those schools, equal to the present supplies and services allocations in the French Immersion programs. Therefore, $0 in savings has been reported in the supplies and services allocation as a result of the Elementary French Immersion program.

6/ The advertising expenditure reported is a part of the total cost of the annual advertisement for Junior Kindergarten and Senior Kindergarten, including Senior Kindergarten French Immersion. If a decision were made to eliminate the Elementary French Immersion program the savings that would be realized would likely be equivalent to the present expenditure of $2,000.

7/ There are no transportation expenditures associated with the Elementary French Immersion program. Some of the students who would be reassigned to neighbourhood schools as a result of the decision to eliminate the French Immersion program may be entitled to transportation. A detailed examination of the additional numbers of students who may be entitled to transportation and the capacity of existing routes to accommodate this increase would be required to determine whether any increase in transportation costs would result.

8/ The potential caretaking savings of $146,300, the largest part of which occurs at Norwood Park school would result only if the classrooms currently used for French Immersion instruction were not used for alternative instructional purposes.

9/ The Employment Standards Act requires payment of severance to permanent contract teachers who would be terminated as a result of a decision to eliminate the Elementary French Immersion program. Since no permanent contract teachers would be terminated as a result of a decision to eliminate the Elementary French Immersion program, then there would be no severance payout.

10/ A decision to eliminate the Elementary French Immersion program and return students to English Language programs in their neighbourhood schools will require the replacement of existing French language textbooks and resources with English language textbooks and resources resulting in an additional cost to the board. Additionally, core French textbooks and learning resources will also have to be purchased.

11/ The board receives the basic per pupil grant of $4,028 for students enrolled in the Elementary French Immersion program, as well as an additional per pupil grants of approximately $212.10 for students SK to grade 8.

12/ Since the parents of students residing in Wentworth County pay fees directly, these students are included in our Board's enrolment totals used in the calculation of the basic per pupil grant. Therefore, the elimination of French Immersion program and the return of the students to Wentworth County schools would result in the loss of basic per pupil grants that are reported.

13/ A decision to eliminate the Elementary French Immersion program and return students to English Language programs in their neighbourhood schools will require the replacement of existing French language textbooks and resources with English language textbooks and resources resulting in an additional cost to the board. Additionally, core French textbooks and learning resources will also have to be purchased.

14/ A decision to eliminate the Elementary French Immersion program would result in the board experiencing a loss in French Immersion grants in the amount of $306,913. Additionally, a decision to eliminate the elementary French Immersion program will result in the loss of non-resident fees of $36,400.

A decision by the parents/guardians of more than 40 or 3% of the 1,447 students presently enroled in the Elementary French Immersion program to transfer those students to our co-terminous board, in order to enable those students to continue in a French Immersion program and to redirect their assessment would result in a net loss to the Board through of the elimination of the Elementary French Immersion program.

ADDITIONAL ALTERNATIVE

1/ Implement section 5 (c) of the French Immersion Strategic Plan adopted by the Board 1991 05 02 dealing with the phasing out and/or relocation, and JK/5 schools.

i) When Senior Kindergarten enrolment falls below 15 for a period of two consecutive years, the Superintendent of Schools is directed to form a task force comprised of principals and parents of the school involved, and the Program Department, to recommend if, when and how the program will be phased out and/or when relocation will occur

ii) Senior Management (Administrative Council) may relocate programs for reasons other than enrolment, to meet system needs.

The task force recommends an alternative site or sites.

OUTDOOR EDUCATION

ELEMENTARY

&

SECONDARY

The Elementary and Secondary Outdoor Education programs are non-mandated with the potential to involve all students from JK-OAC.

Included in this package are the following materials: a definition of Outdoor/Environmental Education; an Outdoor/Environmental Education model; the user statistics 1994/95 for the Christie Outdoor Education Centre; program costings/potential savings - Outdoor Education; other considerations/notes of interest and alternatives.

DEFINITION

What is Outdoor/Environmental Education?

Outdoor/Environmental Education is an experiential process of learning by doing, an integral part of which takes place through exposure to the out-of-doors. In outdoor/environmental education, the emphasis for the subject of learning is placed on relationships concerning people, the outdoor environment and natural resources.

This definition of outdoor/environmental education is founded upon eight major points.

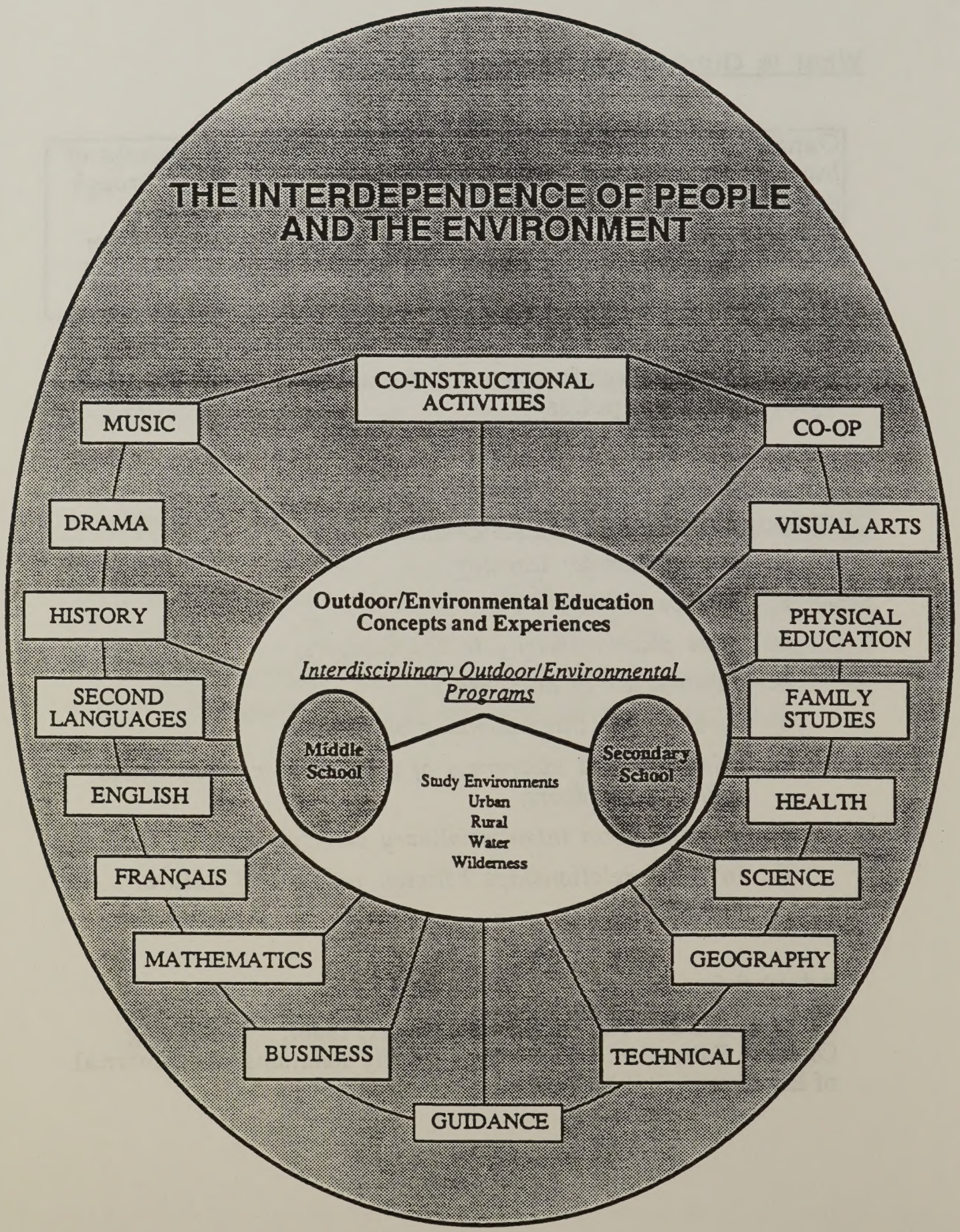
Outdoor/Environmental Education:

1. *is a method for learning;*
2. *is experiential;*
3. *takes place primarily in the outdoors;*
4. *requires use of all senses;*
5. *involves the three domains of learning;*
6. *raises student awareness of a spiritual connectedness with the outdoors;*
7. *is based upon interdisciplinary curriculum;*
8. *involves relationships between people and natural resources.*

Adapted from;

REFERENCE: Priest, Simon (Winter, 1986). *"Redefining Outdoor Education: A Matter of Many Relationships."* Journal of Environmental Education.

OUTDOOR/ENVIRONMENTAL EDUCATION MODEL



Christie Outdoor Education Centre - User Statistics '94-95

School (elementary)	No. of visits (classes)	Grade Level or Type
Ridgemount	2	4/5
Vern Ames	1	2/3
Prince Philip	1	1/2
Stinson Street	4	1/2, 2/3,SK
Eastmount Park	5	4/5, Special Ed
Thornbrae	6	3, 4, 3/4, 4, 5
Dalewood	4	6,7,8 gifted; 6-8 elective
Seneca	3	4/5, 2/3, 2/3
Huntington Park	4	2/3, 3,5
R.A. Riddell	3	GLD, ESL, 8
Franklin Road	2	4
Lake Avenue	2	3
Prince of Wales	1	1
Centennial	5	2,1
Hess Street	4	4,6,SpEd (primary)
ACES	3	6,7,8
Memorial	3	6,7,8 elective
George R. Allan	2	4,1
Richard Beasley	6	2,1,3
Queen Victoria	7	2/3, 1, 5,3/4
Alan Lisgar	2	4, 4/5
Helen Detwiler	2	5
Sanford Avenue	4	4, 5, 4/5
Burkholder	5	6, 6-8 elective
Robert Land	12	SK-5, SLD, S&L
Armstrong	13	6,7,8, SpEd.
Adelaide Hoodless	2	8
Wilfred Laurier	1	SLD
Linden Park	1	4
C.B. Sterling	1	2/3
James McDonald	1	3
Dr.J Edgar Davy	5	2,3,4,5,SpEd.
Roxborough Park	1	1
Queen Mary	8	1/2, 5, SpEd.(junior)
Woodward Ave.	4	3,4/5,1
Hampton Heights	3	6.7.8
Westwood	2	2,2/3

Chedoke	1	SpEd.
Hatts Off	1	SpEd.
Fairfield	2	4/5
Cardinal Heights	9	6,7,8
Parkdale	2	2/3,3
Hillcrest	2	8
Fernwood Park	1	5
A.M.Cunningham	1	4/5
Queensdale	1	3
Pauline Johnson	1	3

School (Secondary)	No. of visits (classes)	Grade and Subject
Macdonald	11	10 - science;ES
Sherwood	24	10 - science; 9-OAC P.E.; Outers' Club
Scott Park	13	10 - science; 10 - art; and 12 - photography
Hill Park	14	10 - science; 9-OAC P.E.
Delta	10	10 - science; ES
MacNab	8	10 - science
Barton	10	10 - science; Outers'
Vanier	3	10 - science
Churchill	7	10 - science; ES
Glendale	7	10 - science
Westdale	14	10 - science; ES; Peer Helper
Mountain High	2	recreation elective; geography
Lawrence Alter Ed	1	recreation/phys ed
Calvert House	1	recreation

Note: ES = grade 12 Environmental Studies (hike in Spencer Gorge)

PROGRAM COSTING/POTENTIAL SAVINGS: OUTDOOR EDUCATION

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	delivering the program	$83,335	
	Teachers	through elimination of the program		$0
Note 2	**Technician**	(1.0 FTE) assigned to the program	$17,425	$0
		(1. 0 FTE) through elimination of the program		$17,425
Note 3	**Project Team Leader (10%)**		$8,850	$0
Note 4	**Secretary (5%)**		$1,540	$0
	TRAVEL ALLOWANCE		$125	$0
	PERSONNEL TRAINING - Project Team Leader		$150	$150
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks New/Replacement Eqt. Total		$1,250	$1,250
	EQUIPMENT REPAIR		$200	$200
	TRANSPORTATION		$35,000	$35,000
	CARETAKING		$7,853	$7,853
	RENTAL		$10,500	$10,500
		TOTAL	**$166,228**	**$72,378**

Note 5	**Estimated One Time Severance Payout**	$0

REVENUES:

1995 Tuition & Fees	$0
Grants	$0
Total 1995 Grants, Tuition & Fees	**$0**
1996 Estimated Tuition & Fees	$0
Estimated Grants	$0
Total 1996 Estimated Grants, Tuition & Fees	**$0**

SUMMARY:

1995 - Expenditures of $182,113 - Grant of $0 =	**($166,228)**
1996 Estimated Expenditures of $182,113 - Grant of $0 =	**($166,228)**

ESTIMATED NET SAVINGS TO THE BOARD:

Sept.-Dec. 1996 (Elimination of OUTDOOR EDUCATION)	
Potential Savings	$28,951
Loss of Grant	$0
One Time Severance Pay Out	$0
Estimated Net Savings	**$28,951**
1997 (Elimination of OUTDOOR EDUCATION)	
Potential Savings	$72,378
Loss of Grant	$0
Estimated Net Savings	**$72,378**

OTHER CONSIDERATIONS / NOTES OF INTEREST

1/ The salaries and benefits reported for teachers involved in delivering the Outdoor Education program have been calculated by multiplying the average daily teacher's salary by the number of days that teachers are involved at the Christie and Glen Road Outdoor Education Centres. The elimination of the program would result in $0 being saved in teacher's salaries and benefits, since the teachers who would otherwise accompany students to the Outdoor Education Centre would now be instructing students in the classroom.

2/ The elimination of the program would see the termination of 1 F.T.E. Technician's position paid at an Education Assistants rate.

3/ The assignment of the Project Team Leader for Student Services and Community Linkage includes .1 F.T.E. related to Outdoor Education. If a decision were made to eliminate the Outdoor Education program, the recommendation of the Superintendent of Program would be to assign additional duties to the Project Team Leader, in an amount equal to the duties eliminated.

4/ The assignment of the secretary to the Student Services and Community Linkage Team includes .05 F.T.E. related to Outdoor Education. If a decision were made to eliminate the Outdoor Education program, the recommendation of the Superintendent of Program would be to adjust the assignment of the secretary to assume duties presently performed by a casual employee.

5/ Since a decision to eliminate the Outdoor Education program would result in the termination of a casual employee, there would be no severance payout.

HAMILTON REGION CONSERVATION AUTHORITY

MEMORANDUM

TO: Stella Gibson
Joan Bell

FROM: Bruce Duncan
Coordinator
Red Hill Valley Projects

Phone: (905) 546-2995

SUBJECT: Potential Outdoor Education Facilities,
Red Hill Valley

DATE: 1996 February 6

****

I looked at classrooms in Elizabeth Bagshaw School and a portable at Red Hill School with John Vasilyadis of the Hamilton Board of Education today.

1. Elizabeth Bagshaw School (see Plan 1)

There are two classrooms at the west entrance of the school. The north classroom is about 750 square feet with windows along the north wall which make it quite bright. It has no blackboard but three walls of tackboard. There is low and high shelving along the east wall.

This room would serve well as the teaching area and has plenty of display space on the walls.

The south classroom (across the hall) is divided into three rooms each about 250 square feet. One room has a sink and some cupboard space below the sink. This room could serve as storage/work space.

The second room has windows along its south wall and no shelving. It has a phone jack and could serve as an office.

The third room has windows along the south wall and some cupboard and shelf space. It could serve as a storage area.

The halls have terrazzo flooring and are lined with lockers and would be fine in place of a "mud room". There is a small rubber mat inside the west entrance.

Washrooms are located at the east end of the hall through the doors separating this wing of the school from the next.

This is a very good facility.

Requirements are minimal: stackable storage boxes or shelving in the storage rooms.
telephone
mud scrapers outside the door
a small blackboard in the classroom (which may be present under the tackboard)
displays and equipment

2. Red Hill School Portable (see Plan 2)

This is a much less preferred site. The portable is larger than the Elizabeth Bagshaw classroom (about 1000 square feet). It has no running water. Washrooms are in the main school. Storage space would have to be created in the portable as would office space.

The windows are plexiglass and cloudy. The tackboard space is considerably smaller but there is a large blackboard. The carpet is thin and rippled. The ceiling needs replacement. There is no phone jack.

This portable has been vandalized (through the roof!) and glass windows were previously destroyed. It is also further from the trail entrance to the Valley.

It requires considerably more work than Elizabeth Bagshaw School to create an outdoor education space.

Recommendation

I recommend that the two classrooms at Elizabeth Bagshaw School be considered for an outdoor education centre for the Red Hill Valley.

ALTERNATIVES:

The following alternatives attempt to defray the operating costs of the Outdoor Education program through revenue enhancement.

1/ Finalize an agreement with the McMaster University summer sports fitness school to conduct programs at the Christie Outdoor Education Centre.

2/ Initiate discussions with the Wentworth County School Board to provide Outdoor Education programs to their students on a fee for service basis. The Regional Conservation Authority recently announced the suspension of student programs at the Merrick Outdoor Education Centre. As a result Wentworth County Board of Education is attempting to gain access to an alternative site in order to continue to make Outdoor Education available to their students.

3/ In conjunction with the Bay Area Restoration Council introduce an environmental education day as a fund raiser.

The revenues generated through these initiatives will be used to offset the transportation expenditures related to our exisiting Outdoor Education program.

THIS REPORT CONTAINS
REVISED COSTING INFORMATION

LIBRARY SERVICES IN ELEMENTARY SCHOOLS

The position of Teacher-Librarian is not mandated under the terms of the collective agreement. The Teacher-Librarians potentially could be involved with all 27,400 elementary students and all 1,059 elementary teachers at various times of the school year . The services provided are based on the guidelines provided in the Ministry & Education Training document entitled "Information Literacy and Equitable Access.

Excerpts from "Information Literacy and Equitable Access" describing the vision of the school resource centre and the changing role of Teacher-Librarians have been included in this package.

INFORMATION LITERACY AND EQUITABLE ACCESS:

A Framework for Change

Ontario
Ministry of Education
and Training

A DRAFT DOCUMENT FOR DISCUSSION AND RESPONSE

January 1995

SCHOOL INFORMATION CENTRES

VISION

The school library information centre is the hub of the school's information access and sharing network. It provides students and teachers with information on demand or just–in–time delivery of a wide variety of information and learning resources from sources within and beyond the school. It is a "virtual library" or a "library without walls", providing leadership, service and connections to the world of information.

The school information centre is the core of a lifelong learning community. Through distance education, it provides individualized programs for students and professional development for teachers. It provides information support to parents and community members who are contributing to the planning of school programs. By creating partnerships and sharing resources, it helps to provide equitable access to information within communities.

FROM SCHOOL LIBRARIES TO SCHOOL INFORMATION CENTRES

The library resource centre in most Ontario schools today bears little resemblance to the school library of the past. In 1982, *Partners in Action* signalled the change of school libraries to library resource centres. It asked schools throughout the province to transform school libraries from book collections to places were both teachers and students could find and use a wide variety of learning materials. Library resource centres were to provide a wealth of information sources formerly unavailable to most students, such as video and films, sound recordings, photography and art, as well as information about community resources.

With such a diverse selection of learning materials at hand, teachers were able to move to a resource–based approach to teaching. They could rely less on lectures and textbooks and more on active learning strategies that emphasized questioning and exploration and the use of many kinds of learning resources. Teachers could also tailor instruction to the needs and learning styles of individual students.

As we head into the 21st century, school library resource centres must take the next step if they are to continue to meet the needs of the students and communities they serve. They must evolve from library resource centres that provide learning materials and instruction, to information centres that provide and co–ordinate the sharing of information of all kinds. This means evolving from collection–based facilities to access–based services; from local and self–contained resource collections to global and interconnected information networks.

CHANGING ROLES AND RESPONSIBILITIES

Achieving equity in information literacy, while at the same time transforming resource centres into information centres, calls for changes in the roles and responsibilities of educators and students in schools.

Students
To become independent lifelong learners, students need to understand the importance of information in their lives and take greater responsibility for their own learning through independent study. Teachers can help students adapt by communicating these changing expectations.

Teachers
Integrating information skills training into the curriculum requires that teachers, rather than teacher–librarians, be accountable for helping students become information literate. To model and teach information skills in the classroom, teachers will need support, as well as extensive pre–service and in–service training.

Teacher–librarians
For their part, teacher–librarians have a leadership role to play in helping principals and teachers adapt to these changing expectations. They also have an opportunity to assume leadership responsibilities for planning and managing information networks and technology, for ensuring equitable access to and ethical use of information, for developing partnerships with external agencies and for co–ordinating distance education for teachers and students.

Partners in Action gave teacher–librarians responsibility for managing resource centres, for developing information skills programs in schools, and for leadership in the implementation of learning strategies that incorporated a wide variety of learning materials. As experienced teachers, teacher–librarians also played an important role in helping other teachers adopt more active and individualized learning methods. Today, however, the increasing complexity of information systems combined with rapid technological change, requires that teacher–librarians have advanced skills in information management and access. To take advantage of these opportunities for leadership, teacher–librarians need to re–evaluate their skills and, if necessary, acquire the training they need to meet the information literacy needs of both students and teachers. Teacher–librarians must also broaden their focus from teaching students to helping teachers integrate information skills training into the classroom curriculum.

As we adapt our education system to meet the information needs of students in a changing world, particularly with respect to school information centres, there is a need to constantly re–examine the role of teacher–librarians. The emerging role of teacher–librarian has three key areas of responsibility: educational leader, information manager and access agent.

Educational leader

As educational leaders, teacher–librarians should provide training and support to teachers as they assume responsibility for teaching information skills within an integrated curriculum. With their cross–disciplinary roles, teacher–librarians can facilitate integrated program planning in our schools. They can also select and acquire information for schools and boards.

To fulfil this role, teacher–librarians need advanced knowledge and expertise in all aspects of teaching, including curriculum, learning strategies, cognitive development and learning styles.

Information manager

As information managers, teacher–librarians should take responsibility for planning, developing and managing information resources and technology within schools, including access to electronic networks and facilities. They should take responsibility for implementing antiracism and ethnocultural policies related to information access and use, and instructing teachers and students in the ethical and legal use of information.

To fulfil this role, teacher–librarians need advanced skills in the information sciences, including knowledge and expertise in the areas of access, communication networks, diverse media, copyright and ethical use of information, and information technology, management and organization.

Access agent

As access agents, teacher–librarians should work for equitable access to information, information technology and information skills instruction, including development of partnerships for information access and resource sharing.

To fulfil this role, teacher–librarians need expertise in planning and developing partnerships and systems for information access and resource sharing, and in user needs assessment. They also need a broad knowledge of a community's information resources and services.

Principals

As the instructional leaders of schools, principals must ensure information skills instruction is an integral part of the school program, and that all students have equitable access to information and information technology. They must also ensure that teachers and teacher–librarians have the training and support they need to assume the new roles and responsibilities, and the time required to work together to develop an integrated curriculum.

PROGRAM COSTING/POTENTIAL SAVINGS: ELIMINATION OF TEACHER-LIBRARIAN POSITIONS

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(77.63 FTE) delivering the program	$7,996,045	
	Teachers	(77.63 FTE) with the least seniority		$3,335,612
Note 2	**E.A.'s**	(0 FTE) assigned the school resource centre	$0	
	E.A.'s	(0 FTE) with the least seniority		$0
Note 3	**Project Team Leader**		$0	$0
	TRAVEL ALLOWANCE		$0	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$1,120	$1,120
Note 4	**SUPPLIES & SERVICES**			
	Instructional Supplies			
	General Supplies		$20,350	$0
	Printing			
	Repairs			
	Books		$400,000	$0
	TRANSPORTATION			
			0	$0
Note 5	**CARETAKING**		$196,080	$0
		TOTAL	**$8,613,595**	**$3,336,732**

Note 6	**Estimated One Time Severance Payout**	$170,000

REVENUES:

	1995 Tuition & Fees	$0
Note 7	Grants	$0
	Total 1995 Grants, Tuition & Fees	**$0**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$0
	Total 1996 Estimated Grants, Tuition & Fees	**$0**

DIRECT COSTS TO THE BOARD (EXPENDITURES - REVENUES):

1995 - Expenditures of $8,613,595 - Grant of $0 =	**$8,613,595**
1996 Estimated Expenditures of $8,613,595 - Grant of $0 =	**$8,613,595**

ESTIMATED NET SAVINGS TO THE BOARD:

Sept.-Dec. 1996 (Elimination of Teacher-Librarian positions)	
Potential Savings	$1,334,693
Loss of Grant	$0
One Time Severance Pay Out	$170,000
Estimated Net Savings	**$1,164,693**
1997 (Elimination of Teacher-Librarian positions)	
Potential Savings	$3,336,732
Loss of Grant	$0
Note 8 ***Estimated Net Savings***	**$3,336,732**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations on the previous page of this report.

1/ In the event that the Teacher-Librarian positions were eliminated from the elementary staffing complement, it is estimated that there would be $3,335,612 savings in salaries and benefits to teacher-librarians. It is assumed that it is the intention of the Board to continue to operate school resource centres. Therefore, it will likely be necessary to add to the elementary school staff a 1.0 FTE Library Technician. As a result, the savings realized through the elimination of the Teacher-Librarian position reported on the previous page would be offset by $2,927,292 for a net annual savings of $408,320.

2/ As a general rule, there are no Educational Assistants assigned specifically to the resource centre. In order to determine the degree of Educational Assistant involvement supporting students working in the resource centre, it would be necessary to examine the details of each Educational Assistant assignment.

3/ No Project Team Leader has assigned within his/her duties, direct responsibilities for the school resource centre.

4/ Allocations to school resource centres for general supplies and book expenditures are determined by formula on a per capita basis. Since the assumption is that the school resource centres will remain in operation, $0 savings have been reported in the Supplies & Services areas.

5/ The caretaking savings of $196,080 that are reported would only be realized if the school resource centre were no longer in operation. Since the assumption is that the school resource centre will remain in operation, a potential savings of $0 has been reported on the caretaking line of the previous page of this report.

6/ Included in the 77.63 FTE teacher-librarian positions that may be eliminated are 35 teacher-librarians who would be entitled to the severance payout reported on the previous page of this report.

7/ Since there is no reference contained in OSIS to an allocation of instructional hours in the school resource centre, it was not possible as with most other programs, to claim a percentage of the basic per pupil grant equivalent to the percentage of instructional time in the school resource centre, as revenues to support library services. As a result, $0 are reported on the grants line on the previous page of this report.

8/ As per note 1, the additional expenses incurred through the replacement of teacher-librarians by library technicians will reduce the estimated savings reported by $2,927,292

ADDITIONAL ALTERNATIVES

1/ Amend the present elementary staffing formula to remove from the calculation a pre-determined FTE for the Teacher-Librarian position. Allow the Principal and staff in consultation with the parents, to determine whether or not this non-mandated position will be included in the staffing complement of that particular school and if offered what FTE will be assigned.

The staffing assignments in each school under the amended formula shall satisfy the following criteria:

- The school program is organized in such a way that all students have an opportunity to address all learning outcomes

- Staffing complies with the teacher qualifications and PTR requirements for self-contained Special Education classes as stated in the Education Act and Regulations

- Staffing complies with the collective agreement

- The school organizational plan shall be approved by the Superintendents of Schools or designate.

This alternative will realize a reduction in salaries and benefits equal to 1 FTE but since the program may continue to be delivered, there would be no related savings realized in supplies and services.

2/ Replace the Teacher-Librarians with Library Technicians. This will significantly alter the service provided to teachers related to program planning. Additionally it would eliminate the recently assumed responsibilities by Teacher-Librarians for co-ordinating the delivery of an outcomes-based curriculum previously provided by Program Department consultants.

3/ Amend the present formula used for determining the FTE assigned to a school for Teacher-Librarians from 1 to 300 equals 1.0 FTE to 1 to 450 equals 1.0 FTE. This amendment will reduce an estimated 25 FTE's from the overall teacher complement with an estimated annual savings of $994,625 or a Sept. to Dec. savings of $397,850.

4/ The adoption of a library user/borrower fee to offset expenditures related to replacement of lost and damaged books and the acquisitions of additions to the collection.

THIS REPORT CONTAINS
REVISED COSTING INFORMATION

GUIDANCE IN ELEMENTARY SCHOOLS

The position of Guidance counsellor is not mandated under the terms of the collective agreement. The Guidance program potentially involves 7,349 students in grades 6, 7 and 8. The program is based on learning outcomes as delineated in The Common Curriculum: Policies and Outcomes - Grade 1 to 9.

Excerpts from the Common Curriculum: Policies and Outcomes - Grade 1 to 9, as well as a description of the duties and responsibilities of a middle school Guidance counsellor have been included in this package.

DUTIES AND RESPONSIBILITIES OF A MIDDLE SCHOOL GUIDANCE COUNSELLOR

♦ Counsel all students, with particular attention to students "at risk", in a number of areas including problematic behaviour, crisis management, decision making, social skill development, anger management, career options and academic progress.

♦ Act as the link between students, parents, Program Department support staff, alternative education personnel and community agencies.

♦ Maintain Ontario Student Record folders.

♦ Assist school administration in addressing attendance problems ie. track, call, write, contact Adjustment Consultants.

♦ Oversee the administration of standardized tests ie. CAT and Gates McGinitie, review results, interpret results for teachers and parents.

♦ Serve as a resource person on DARTs, IPRCs and at annual reviews.

♦ Act as the information and program planning link with both Junior and Secondary schools.

♦ Deliver group instruction to students on such topics as responding to bereavement, separation and divorce, parental unemployment.

♦ Co-ordinate the school's student Advisor - Advisee program.

♦ Act as a Case Manager for students and families when dealing with community agencies ie. Childrens' Aid Society, Child and Adolescent Services, Chedoke and Family Services and the Hamilton Wentworth Regional Police Department.

♦ All other duties as assigned by the Principal.

The Personal and Social Studies: Self and Society program area combines material from several traditional fields of study, including business studies, family studies, geography, guidance, history, and physical and health education. Aspects of these traditional subjects are also explored in the other program areas.

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– identify personal behaviour that is shaped by family values and beliefs and by the influence of peers (*e.g., describe peer pressure; develop a personal profile*); 5b 7a 9b	– analyse and illustrate the ways in which personal values are reflected in their decisions and sense of identity (*e.g., examine peer pressure and cultural and family influences*); 5b 7a 9a 9b 9c
– apply a problem-solving model (*e.g., a conflict-resolution model*); 2a 2b 2c 2d	– evaluate the effectiveness of various problem-solving models in specific situations (*e.g., in examining career possibilities; in dealing with family and peers; in dealing with sexual and racial harassment*); 2a 2b 2c 2d 10c
– use a variety of social skills and describe their benefits (*e.g., working with others, exercising leadership*); 5a 5b 5c 6a 10a 10b	– use a variety of social skills as a regular part of daily life and assess their effectiveness; 2d 5a 5b 5c 10a 10b
– use a range of strategies to deal with harassment and with abusive or violent behaviour, and evaluate the effectiveness of the strategies (*e.g., peer mediation, preventative strategies*); 2a 2c 2d 4d 5c 9b 9c	– analyse various forms of violence to identify their sources and consequences
– describe their abilities, skills, and interests, and analyse them in relation to various jobs (*e.g., continue developing a personal and educational portfolio; relate an ability in drawing to various occupations*); 7a 7b 7c 7d	– analyse ways in which all their abilities, interests, and aspirations may be relevant to their future educational and career opportunities (*e.g., begin to develop job-search skills, including résumé writing; begin to plan their future education around their preferred subject areas*); 7a 7b 7c 7d 10a 10b 10c
– describe the characteristics of different types of work situations (*e.g., working with others or alone, as an employee or an employer, or in a job in which technology plays a large role*); 7b 7d	– analyse the educational paths that lead to various careers, and identify strategies to overcome barriers due to gender, race, class, or disability; 2a 2c 4a 4d 7b 7c 7d
– describe and evaluate a variety of group-work skills (*e.g., offering constructive criticism; organizing; assessing their own skill development and that of peers*); 2a 2d 5a 5b 5c	– identify and apply personal qualities and skills that contribute to success in school and in the workplace (*e.g., self-discipline, independence, co-operativeness, perseverance; entrepreneurial skills*); 5a 5b 7a 7c

from The Common Curriculum: Policies + Outcomes GR 1-9

By the end of Grade 6, students will also:

- analyse different ways in which people in the school work with each other (*e.g., through collaboration, discussion, joint problem solving*); 2b 2c 4d 5a
- take personal responsibility for organizing all their activities (*e.g., record due dates, meetings, homework assignments, special events in a daily planner*); 10a

By the end of Grade 9, students will also:

- analyse power relationships in the past and in the present between individuals, groups, or countries (*e.g., between teachers and students; the police and citizens; the United States and Canada; labour unions and businesses; the Canadian government and suffragettes; men and women; white and racial-minority Canadians*);
- collect, record, and use information to complete daily assignments, keep track of their progress, and plan for the future; 10a 10b

PROGRAM COSTING/POTENTIAL SAVINGS: GUIDANCE

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & 14% BENEFITS			
Note 1	**Teachers**	(21.4 FTE) delivering the program	$1,549,632	
	Teachers	(21.4 FTE) with the least seniority		$1,549,632
Note 2	**E.A.'s**	(0 FTE) assigned to Guidance Programs	$0	$0
	E.A.'s	(0 FTE) with the least seniority	$0	$0
Note 3	**Project Team Leader**		$0	$0
	TRAVEL ALLOWANCE		$0	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$320	$320
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks New/Replacement Eqt.		$4,200	$0
	TRANSPORTATION		$0	$0
Note 4	**CARETAKING**		$4,390	$4,390
		TOTAL	**$1,558,542**	**$1,554,342**

Note 5	**Estimated One Time Severance Payout**	$0

REVENUES:

	1995 Tuition & Fees	$0
Note 6	Grants	$306,306
	Total 1995 Grants, Tuition & Fees	**$306,306**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$306,306
	Total 1996 Estimated Grants, Tuition & Fees	**$306,306**

DIRECT COSTS TO THE BOARD (EXPENDITURES - REVENUES):

1995 - Expenditures of $1,558,542 - Grant of $306,306 =	**$1,252,236**
1996 Expenditures of - $1,558,542 - Grant of $306,306 =	**$1,252,236**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Guidance Teachers - Elementary)	
	Potential Savings	$621,737
Note 7	Loss of Grant	$122,522
	One Time Severance Pay Out	$0
	Estimated Net Savings	**$499,215**
	1997 (Elimination of Guidance Teachers - Elementary)	
	Potential Savings	$1,554,342
	Loss of Grant	$0
	Estimated Net Savings	**$1,554,342**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations that appear on the previous page of this report.

1/ In the event that Guidance teachers were eliminated from the elementary staffing formula, it is estimated that there would be $619,852 savings in 1996 salaries and benefits to teachers. Although the elimination of this program would not decrease the number of students on the roll in any individual school, the elimination of the Guidance teacher position wouldd not have an impact on the PTR for classes, under the terms of the present staffing forumula.

2/ There are no Educational Assistants assigned to support the Guidance program.

3/ No Project Team Leader has assigned within his/her duties direct responsibilities for the Guidance program.

4/ The caretaking savings that are reported would only be realized if no alternative instructional use were made of the Guidance Office.

5/ The elimination of the Guidance teacher positions will reduce the total elementary teacher complement by 21.4 FTE of the teachers with the least seniority. These teachers would not be entitled to a severance payout.

6/ There is no specific grant received from the Ministry of Education & Training to support the Guidance program in elementary schools. There is a basic per pupil grant of $4,168 received to support the total instructional program for each elementary student. The grant reported is a calculation based on the number of pupils in 6,7 & 8 x percentage of the basic per pupil grant = to the percentage of the total annual school instructional time assigned to Guidance in OSIS.
(ie. 7,349 x 1% 4,168 = 306,306)

7/ The expenditures to the Board exceed the grants received from the Ministry of Education & Training for the Guidance program by $1,252,236.

8/ Since there is no specific grant to support the Guidance program and the funds used for this purpose are taken from the basic per pupil grant, the elimination of the Guidance teacher position would result in $0 reduction in the basic per pupil grant.

ADDITIONAL ALTERNATIVES

1/ Amend the present elementary staffing formula to remove from the calculation a pre-determined FTE for a Guidance counsellor. Allow the principal and staff in consultation with the parents, to determine whether or not the Guidance learning outcomes will continue to be addressed through the program delivered by a designated Guidance counsellor and what FTE will be assigned.

The staffing assignments in each school under the amended formula shall satisfy the following criteria:

- The school program is organized in such a way that all students have an opportunity to address all learning outcomes

- Staffing complies with the teacher qualifications and PTR requirements for self-contained Special Education classes as stated in the Education Act and Regulations

- Staffing complies with the collective agreement

- The school organizational plan shall be approved by the Superintendents of Schools or designate

This alternative will realize a reduction in salaries and benefits equal to 1 FTE but since the program may continue to be delivered, there would be no related savings realized in supplies and services.

2/ No individual teacher is assigned to the role of Guidance counsellor. The responsibilities carried out by the Guidance counsellor and for addressing the learning outcomes contained in the present Guidance program be assumed by a combination of class teachers, teacher advisors and vice-principals supplemented by the assistance of Adjustment consultants for the more serious personal counselling cases.

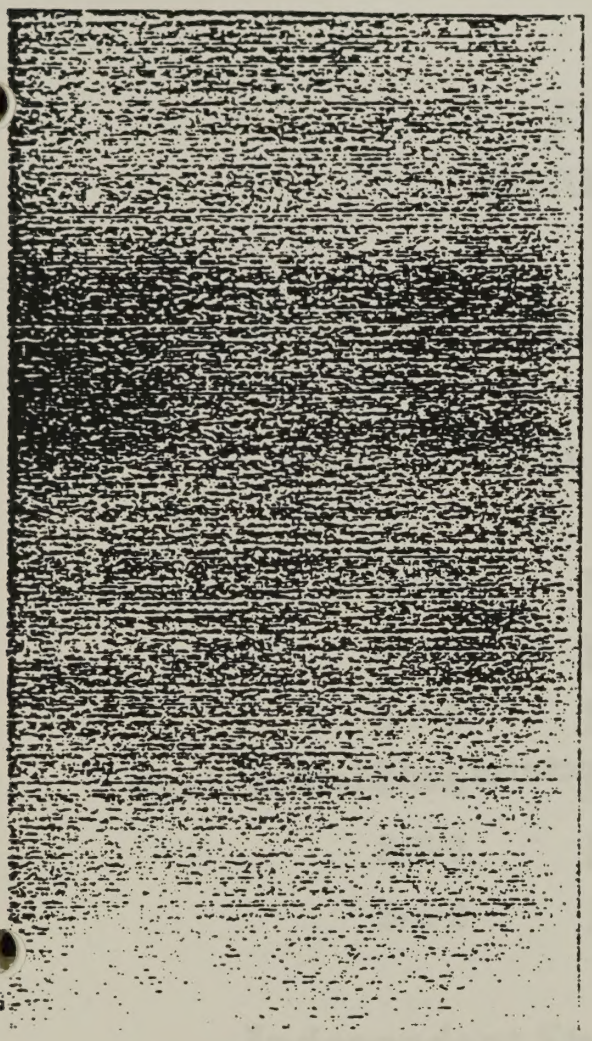
THIS REPORT CONTAINS
REVISED COSTING INFORMATION

FAMILY STUDIES IN ELEMENTARY SCHOOLS

The Family Studies program is a non-mandated program involving 7,349 students in grades 6, 7 and 8. The program is based on the Ministry of Education and Training Curriculum Guideline, entitled Family Studies, Intermediate and Senior Divisions and OAC, 1987. The program serves as a vehicle by which students have the opportunity to address the Personal & Social Studies: Self & Society outcomes as delineated in The Common Curriculum: Policies and Outcomes - Grades 1 to 9.

Excerpts from the Curriculum Guideline and from the Personal & Social Studies: Self & Society Outcomes section of the Common Curriculum: Policies and Outcomes - Grades 1 to 9 have been included in this package.

Families (Grade 7)



Rationale

All families assume a significant role in nurturing, educating, and socializing their members. As young people approach adolescence, they become increasingly aware of the importance of their families in their lives and of the variety of family structures and lifestyles that exist in the community. They also begin to explore the values underlying the personal decisions individuals make in relation to their families.

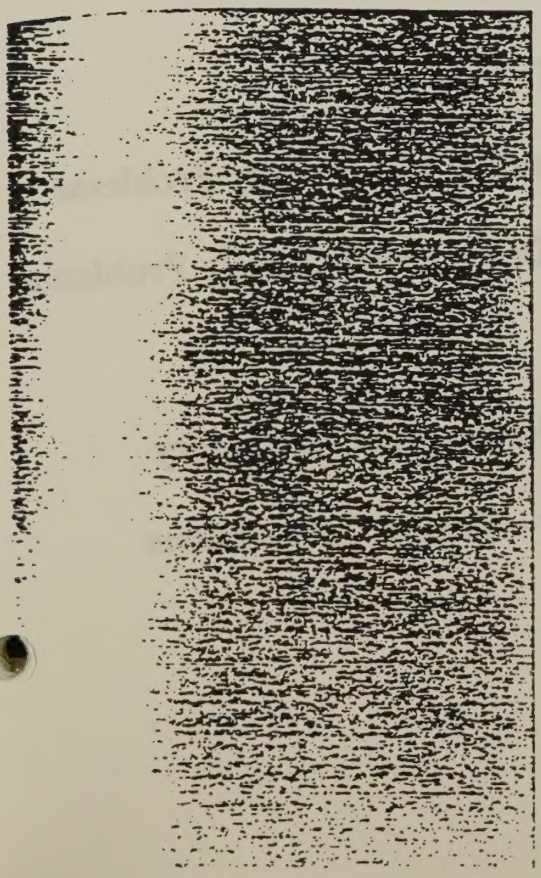
For these reasons, Grade 7 is an opportune time for students to survey family life in the past, predict the nature of families in the near future, and begin to appreciate the complex interaction of factors that affect their own day-to-day family life. This course is intended to enable students to gain insights into the nature, functions, and patterns of families in different times and places.

Structure of the Course

The course consists of the following units:
1. Families in Our Community (core unit)
2. Families in the Past (optional unit)
3. Families in the Future (optional unit)

Because of the wide variation in time allotted to family studies across the province, the core unit, "Families in Our Community", is designed to allow teachers to develop courses that address the goals of education and the aims of family studies (see Part A, sections 1.2 and 1.3). Where time, the community, and/or circumstances permit, the other two units may be included in whole or in part. "Families in the Past" may allow teachers to integrate the family studies program with the Grade 7 social science program. "Families in the Future" offers an exploratory and imaginative approach that could be developed for all students, but would present a particularly exciting and creative challenge to gifted students.

Family Environments (Grade 8)



Rationale

Any study of the family is concerned with the social, emotional, and physical environments in which its members develop and interact. Within these environments, the family studies program focuses specifically on the family and its interaction in the areas of parenting, economics in the family, housing, food, and clothing. The purpose of this course is to provide students with an introduction to some of the complex elements of family life and to explain, in part, its dynamic quality. It is important that the family remain the focal point of the course content of these five units.

Structure of the Course

This course consists of the following five core units:
1. Parenting
2. Economics in the Family
3. Housing
4. Food
5. Clothing

Courses based on this section of the family studies guideline must contain all of these units. Students are also expected to work towards the achievement of the goals of education and the aims of family studies (see Part A, sections 1.2 and 1.3) through the specific objectives and content of the units described below. The Grade 8 course will serve as an introduction to secondary school family studies courses.

Grade 7

Families in Our Community

Unit 1 Family Structures

Unit 2 Getting Along in Families

Unit 3 Celebrating in Families

Family Structures

7•1•1 Family Definitions, Structures and Meeting Needs

Getting Along in Families

7•2•1 Functions of Families

7•2•2 Family Roles

7•2•3 Power and Control

7•2•4 Abuse in Families (optional)

7•2•5 Communication Skills in Dealing with Family Problems

7•2•6 Decision Making Skills for Dealing with Family Problems

Celebrating in Families

7•3•1 Family Customs and Traditions in the Community

7•3•2 Families in Our Community—Family Celebrations

Grade 8

Family Environments

Family Environments: An Introduction

Overview of the Five Units

8-1-0	Family Environments
8-2-0	Food
8-3-0	Economics in the Family
8-4-0	Clothing
8-5-0	Housing
8-6-0	Parenting

Independent Studies

- Parenting
- Economics
- Housing
- Food
- Clothing

Personal and Social Studies: Self and Society

The Personal and Social Studies: Self and Society program area combines material from several traditional fields of study, including business studies, family studies, geography, guidance, history, and physical and health education. Aspects of these traditional subjects are also explored in the other program areas.

In this program area, students begin by examining their own interests, abilities, and needs. Important themes include their physical, emotional, and mental development, their relationships with family, peers, and other people, and the need to take responsibility for their own well-being and that of others. The focus then broadens to include study of their society and their possible roles in it, now and in the future. In examining various aspects of society, students learn about the achievements of people in the past and present, and investigate social, political, economic, and environmental systems. They also develop the skills and attitudes they will need to work with others and to live successfully in a technological age.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

Specific learning outcomes in the Personal and Social Studies: Self and Society program area are organized under the following four broad topics:

- Meaningful Participation: The Individual in Society
- Understanding Diversity and Valuing Equity
- Understanding Natural and Human-Made Systems
- Functioning in the Age of Information

From The Common Curriculum: Policies + Outcomes Gr 1-9.

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– identify personal behaviour that is shaped by family values and beliefs and by the influence of peers (*e.g., describe peer pressure; develop a personal profile*); 5b 7a 9b	– analyse and illustrate the ways in which personal values are reflected in their decisions and sense of identity (*e.g., examine peer pressure and cultural and family influences*); 5b 7a 9a 9b 9c
– describe the benefits of good nutrition and apply nutritional knowledge in their personal lives (*e.g., identify such benefits as increased energy, extended life span; develop personal nutrition plans based on the foods eaten by their family*); 2c 4a 9c	– distinguish between healthy and unhealthy lifestyles and make choices that contribute to personal well-being (*e.g., compare a nutritious diet to a fad diet; contrast sensible eating habits to overeating or refusing food*); 2c 9a 9b 9c
– use a variety of learning strategies (*e.g., study, research, and organizing skills; skimming; mnemonic devices; peer tutoring*); 10a 10b 10c	– evaluate the effectiveness of a variety of learning strategies, using self-assessment as well as the assessments of teachers and peers; 10a 10b 10c
– apply a problem-solving model (*e.g., a conflict-resolution model*); 2a 2b 2c 2d	– evaluate the effectiveness of various problem-solving models in specific situations (*e.g., in examining career possibilities; in dealing with family and peers; in dealing with sexual and racial harassment*); 2a 2b 2c 2d 10c
– use a variety of social skills and describe their benefits (*e.g., working with others, exercising leadership*); 5a 5b 5c 6a 10a 10b	– use a variety of social skills as a regular part of daily life and assess their effectiveness; 2d 5a 5b 5c 10a 10b
– use a range of strategies to deal with harassment and with abusive or violent behaviour, and evaluate the effectiveness of the strategies (*e.g., peer mediation, preventative strategies*); 2a 2c 2d 4d 5c 9b 9c	– analyse various forms of violence to identify their sources and consequences (*e.g., victims of abuse may harass others, commit date rape or other types of sexual assault, or abuse their children; discrimination based on race, religion, gender, or sexual orientation may be a source of violence*); 2c 4d 5b 9c

Functioning in the Age of Information

By the end of Grade 6, students will also:

- take personal responsibility for organizing all their activities (*e.g., record due dates, meetings, homework assignments, special events in a daily planner*); 10a
- distinguish between opinion and fact; 1a 1b 2a
- use a variety of forms and media to communicate ideas and the results of research (*e.g., drama presentations, interviews, newscasts, commercials, audiotapes*); 1a 2b 3a 3b 10c
- identify and use different ways of deciding which product to buy (*e.g., determining the best price, most functional design; using information from consumer reports and from comparison shopping*); 2a 2b 2c

By the end of Grade 9, students will also:

- collect, record, and use information to complete daily assignments, keep track of their progress, and plan for the future; 10a 10b
- evaluate data from a variety of sources for relevance and bias; 1a 1b 2b
- use and assess a wide range of forms and media to report on research (*e.g., written reports, graphic displays, videos, photo essays*); 1d 2b 3a 10c
- identify and deal with a consumer problem (*e.g., lodge a complaint with the Better Business Bureau; examine and use the Consumer Protection Act*); 2a 2b 2c 6a

PROGRAM COSTING/POTENTIAL SAVINGS: FAMILY STUDIES

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(20.2 FTE) delivering the program	$1,289,582	
	Teachers	(10.1 FTE) with the least seniority		$460,317
Note 2	**E.A.'s**	(0 FTE) assigned to students in Family Studies	$0	$0
	E.A.'s	(0 FTE) with the least seniority	$0	$0
Note 3	**Project Team Leader**		$0	$0
	TRAVEL ALLOWANCE		$0	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$300	$150
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks New/Replacement Eqt.		$92,000	$92,000
Note 4	**TRANSPORTATION**		$12,500	
				$12,500
Note 5	**CARETAKING**		$38,104	$38,104
		TOTAL	**$1,432,486**	**$603,071**

Note 6	**Estimated One Time Severance Payout**	$0

REVENUES:

	1995 Tuition & Fees	$0
Note 7	Grants	$2,297,297
	Total 1995 Grants, Tuition & Fees	**$2,297,297**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$2,220,337
	Total 1996 Estimated Grants, Tuition & Fees	**$2,220,337**

SUMMARY:

Note 8	**1995 - Grant of $2,297,297 - Expenditures of $1,432,486 =**	**$864,811**
	1996 Estimated Grant of - $2,220,337- Expenditures of $1,432,486 =	**$787,851**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Family Studies)	
	Potential Savings	$241,228
Note 9	Loss of Grant	$0
	One Time Severance Pay Out	$0
	Estimated Net Savings	**$241,228**
	1997 (Elimination of Family Studies)	
	Potential Savings	$603,071
	Loss of Grant	$0
	Estimated Net Savings	**$603,071**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations that appear on the previous page of this report.

1/ In the event that Family Studies were eliminated from the elementary program, it is estimated that there would be $426,220 savings in salaries and benefits to teachers. Although the elimination of this program would not decrease the number of students on the roll in any individual school, since the present staffing formula establishes Family Studies classes with a PTR of .5 that of other classes, the elimination of the Family Studies program would result in a reduction of 10.1 FTE despite the fact that the overall school enrolment remains as it is.

2/ As a general rule there are no Educational Assistants assigned to the Family Studies classes. In order to determine the degree of Educational Assistant involvement supporting students in their Family Studies program it would be necessary to examine the details of each Educational Assistant assignment. Since Family Studies is assigned only 7.5 % of the total instructional time per week, any estimates of savings related to the elimination of Educational Assistants positions would be minimal.

3/ No Project Team Leader has assigned within his/her duties direct responsibilities for the Family Studies program.

4/ At present students at Adelaide Hoodless School taking Family Studies and Design & Technology are transported to Prince of Wales or Memorial to receive this instruction. The total estimated transportation costs related to these programs is $25,000, therefore the elimination of Family Studies at Adelaide Hoodless would realize a savings of $12,500.

5/ The caretaking savings that are reported would only be realized if no alternative instructional use were made of the Family Studies classrooms.

6 The elimination of the Family Studies program will reduce the total elementary teacher complement by 10.1 FTE of the teachers with the least seniority. These teachers would not be entitled to a severance payout.

7 There is no specific grant received from the Ministry of Education & Training to support the Family Studies program in elementary schools. There is a basic per pupil grant of $4,168 received to support the total instructional program for each elementary student. The grant reported is a calculation based on the number of pupils in grades 6, 7 and 8 x percentage of the basic per pupil grant equal to the percentage of total school instructional time assigned to Family Studies. (ie. 7,349 x 7.5% of $4,028 = $2,220,337)

8/ The grants received from the Ministry of Education & Training exceed the expenditures related to the Family Studies program by $987,851.

9/ Since there is no specific grant to support the Family Studies program and the funds used for this purpose are taken from the basic per pupil grant, the elimination of the Family Studies program would result in $0 reduction in the basic per pupil grant.

ADDITIONAL ALTERNATIVES

1/ Amend the present elementary staffing formula to remove from the calculation a pre-determined FTE for the Family Studies program. Allow the Principal and staff in consultation with the parents, to determine whether or not this non-mandated program will be included in the curriculum of that particular school and if offered what FTE will be assigned.

The staffing assignments in each school under the amended formula shall satisfy the following criteria:

- The school program is organized in such a way that all students have an opportunity to address all learning outcomes

- Staffing complies with the teacher qualifications and PTR requirements for self-contained Special Education classes as stated in the Education Act and Regulations

- Staffing complies with the collective agreement

- The school organizational plan shall be approved by the Superintendents of Schools or designate

This alternative will realize a reduction in salaries and benefits equal to 1 FTE but since the program may continue to be delivered, there would be no related savings realized in supplies and services.

2/ Offer the Family Studies program as part of the regular day school program, charging a user fee equal to the supplies and services expenditure, divided by the number of students who are enrolled in the program.

Since the Family Studies program is non-mandated the introduction of a user fee will likely result in a number of students in any school opting out of this program. This will result in some students in each school being involved in Family Studies while others are not, thereby requiring principals to organize classes in each grade with this difference as a determining factor. The ability to offer a program on this basis will be dependent on a staff member being assigned to each school with the ability to teach Family Studies, as well as at least one other subject.

3/ Amend the present elementary staffing formula to staff Family Studies classes at the same PTR as other classes in an elementary school. The viability of this alternative is dependent on the results of assessment of square footage in each Family Studies classroom to ensure that "whole classes" can be accommodated. This alternative may also require modification of the existing Family Studies program.

4/ Offering the Family Studies program to grade 7 and 8 students only, thereby realizing minimal savings in the supplies and services expenditures.

THIS REPORT CONTAINS
REVISED COSTING INFORMATION

DESIGN & TECHNOLOGY IN ELEMENTARY SCHOOLS

The Technological Studies program is a non-mandated program involving 7,349 students in grades 6, 7 and 8. The program is based on the Ministry of Education and Training Curriculum Guideline, entitled Technological Studies, Intermediate and Senior Divisions, 1985. The program serves as a vehicle by which students have the opportunity to address the Technology outcomes as delineated in The Common Curriculum: Policies and Outcomes - Grades 1 to 9.

Excerpts from the Curriculum Guideline and from the Mathematics, Science and Technology section of the Common Curriculum: Policies and Outcomes - Grades 1 to 9 have been included in this package.

Introduction

The growing importance of information technology to business and industry means that students who participate in technological studies today require different types of skills and knowledge than students did in the past. The need for skills in the trades and service occupations continues, but there is a greater demand for knowledge and skills related to new technologies. Therefore, technological studies should prepare students for employment and postsecondary education at the same time as it provides them with a basic understanding of modern technology. The accelerated pace of change in contemporary life also requires students to develop a wide range of basic learning and job skills and the positive attitudes and feelings of self-worth that will allow them to adapt readily to changing employment requirements. These needs should be reflected in courses developed from these guidelines.

The Aims of Technological Studies

The following aims relate to the general goals of education for Ontario and focus specifically on the areas of learning associated with technological studies.

In technological studies courses, students shall be given opportunities to:

1. develop the following understandings and attitudes:

- a respect for and co-operation with co-workers and supervisors in a simulated employment setting;
- an awareness and practice of good safety habits through regular use of safety equipment and accident-prevention techniques in a practical work setting;
- a commitment to the responsible use and conservation of the sources of energy that provide the motive power for sustaining a technological society;
- an appreciation of the relationship between technological changes and the quality of life;
- an awareness of the nature and frequency of technological changes that affect career plans and the ability to adapt to these changes in an intelligent manner;
- an appreciation of the aesthetic component of design in addition to the basic functional component;
- an appreciation of the pride and satisfaction that may be found in quality craft work through practical project exercises;
- an awareness of the quality of goods and services through knowledge of processes and products, so that students may become educated consumers;

2. develop the following kinds of technological skills and knowledge:

- the ability to analyse and solve problems and to plan and perform tasks logically and effectively;

3. *Ontario Schools. Intermediate and Senior Divisions. 1984.* pp. 3–4.

- a capacity for clear and creative thinking and for inventiveness in the design and production of practical projects;
- the ability to produce, maintain, and repair objects of value through the development of competence in the use of hand tools, power tools, and machines related to home maintenance as well as to technological fields of interest;
- the ability to use the correct terminology and language in identifying machine parts and describing processes;
- personal and social skills that contribute to self-reliance and positive attitudes. Students should learn to organize their time effectively; to develop a routine for maintaining clean and neat work stations; to become accountable for identifying and storing small hand tools; and to become aware of personal strengths through exploration and involvement in various technological fields;

3. prepare for entering:

- employment, with marketable technological skills and knowledge;
- service occupations, through exploration of various technological fields and possible concentration in a field of the student's choice;
- apprenticeship and trades, through mastery of a specific field of technology;
- further education, through mastery of specific fields of technology.

Major Issues

In order to meet the stated goals and aims, school boards must consider a number of issues that will affect the direction of technological studies in their jurisdictions.

Changing Emphases of Technological Studies

Technological studies have traditionally met the following needs: the provision of introductory skills and knowledge for the trades; preparation for postsecondary education and training; the development of personal and employment-related skills; the development of technical literacy; the heightening of aesthetic appreciation; and the development of problem-solving skills. All of these needs are currently being met to varying degrees by programs offered in industrial arts, occupational/vocational, and technical courses. Although these needs will not change dramatically in the near future, the emphasis or focus of many courses must change to suit changing technologies.

Business and industry has been making increasing use of computers, robotics, lasers, synthetic materials, and micro-electronics. Training in specialized skills and subjects is still an appropriate objective, but students also need to become much more aware of the interrelationships among the various disciplines of technological studies and to acquire a good understanding of applied mathematics and science. It is thus particularly important that advanced-level courses focus on changing technologies because in these courses students receive basic preparation for university or other postsecondary studies.

Mathematics, Science, and Technology

Mathematics, science, and technology are related disciplines that enable us to understand and live in harmony with the natural world and to contribute to the responsible development of the human-made world. Programs developed from the specific learning outcomes in this area will help students to see the many connections among mathematics, science, and technology, particularly as they are applied in everyday life. Connections can also be made with other program areas.

In technological education, students develop the ability to use a variety of methods and processes to solve problems. They develop skills in design and fabrication and the use of tools (including the computer), acquire understanding of various technological systems such as manufacturing and agriculture, and learn to evaluate the impact of technology on people and the environment.

Technological education is important for learning in many subject areas and is appropriate at all grade levels. Younger students learn about technology by exploring through play. In later grades, students use technology to solve problems. Activities should involve real-life applications in all subject areas.

One of the purposes of the Common Curriculum is to enable students to make informed career decisions. This is particularly important in the fields of mathematics, science, and technology, in which women and some racial and ethnocultural groups have not traditionally been encouraged to take an interest. As a result of their studies in this program area, all students will be aware of the work and career opportunities in mathematics, science, and technology, and will be able to assess these opportunities in relation to their own abilities and to develop strategies to counter occupational stereotypes. Students will also become familiar with the changes the new technologies have brought about in the workplace, both through their studies and through opportunities to observe people at work in the community.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

Specific learning outcomes in the Mathematics, Science, and Technology program area are organized under the following five broad topics:

- Models, Theories, and Fundamentals
- Systems, Structures, and Their Functions
- Interrelationships and Change
- Inquiring, Reasoning, and Reporting
- Perspectives

from The Common Curriculum: Policies + Outcomes Gr 1-9

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– investigate the relationship between the form, shape, colour, texture, strength, and structure of a thing and its function/purpose (*e.g., determine features of a bridge that give it strength, features of living things that enable them to survive in particular habitats*); 1b 2b 8a	– describe the properties of living and non-living things and relate them to form and function in natural and human-made environments (*e.g., compare the physical and chemical properties of matter, the functional and aesthetic qualities of objects, various classification systems; explain why natural and synthetic materials are used for different purposes*); 1b 2b 4a 8b
– use tools and materials in investigating and explaining natural and human-made phenomena (*e.g., design and build structures, using mathematical principles such as symmetry and patterning; identify unknown substances, using appropriate tools and techniques*); 1b 2b 3a 4a 8b	– use a broad range of ideas, skills, materials, and equipment in conducting investigations and completing design projects (*e.g., in designing packaging for a product; in testing a product; in investigating cell theory or energy use*); 1b 2b 3a
– select appropriate calculation methods (*e.g., mental calculation, use of a calculator, pencil-and-paper computations, manipulation of concrete materials*) to solve problems with whole numbers, fractions, and decimals; 1a 2a 3a	– evaluate the effectiveness of various calculation methods (*e.g., mental calculation, estimation, use of a calculator or computer*) for solving different types of problems; 1a 2a 2d

Systems, Structures, and Their Functions

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– analyse familiar products, processes, and systems, and explain how the design has been determined by the function (*e.g., an automobile, the postal system, packaging for different products*); 2a 3a	– analyse the designs of various products, processes, and systems, assess how effectively these products, processes, and systems function and how aesthetically appealing they are, and suggest ways to improve them (*e.g., the relationship between types of clothing produced and climate; the processing of dairy products; the functioning and efficiency of a local transportation system*); 2a 3c 8b 8c
– safely use tools, equipment, and materials in designing and building structures, mechanisms, and systems that include control devices (*e.g., design and build model gliders of different materials and with different wing structures; design and build working models of a drawbridge, hoist, weather vane, thermostat, lift lock*); 3a 3b	– safely use a variety of materials and industrial-type tools and equipment (*e.g., power saws, lathes, robotic components, computer-assisted design programs*) in designing, building, and testing products, structures, and systems that incorporate control devices for safe and efficient operation (*e.g., produce small engines, pumps, smoke sensors; use concepts of force, stress, tension to test the strength of a model bridge*); 3a 3b

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– use different materials to build structures, mechanisms, and systems that require a variety of fabrication techniques (*e.g., conveyor systems, lift bridges, computer-controlled models*); 3a 3b	– from a range of materials and fabrication strategies, select and use appropriate ones to produce a specific product (*e.g., consider requirements for strength, lightness, appearance, and insulation in determining shapes*); 1b 2a 3a 3b
– design and build devices that use different sources of energy, and compare and assess how efficiently they function and use energy (*e.g., build water wheels, windmills; compare and assess the amount and cost of fuel consumed by different devices*); 2a 3a 3b	– design, build, test, and evaluate devices that use different sources of energy, and suggest alternative sources of energy (*e.g., experiment with solar, wind, and water power; evaluate the efficiency of simple machines*); 2a 3a 3b

Interrelationships and Change

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– investigate the influence of technologies on human and natural communities (*e.g., technologies used in agriculture, communications, transportation, diverse occupations in developing countries*); 2c 3c 4d 7b 7d 9d	– assess some of the effects of technologies on environments and societies, indicate whether these effects are positive or negative, describe related ethical issues, and predict the consequences of the continued use of these technologies (*e.g., technologies used in fishing, mining, the production of hydroelectric power, the production of food, genetic engineering, energy conservation*); 2c 3c 4c 7b 7d 9d
– use different methods of inquiry to solve a variety of problems in mathematics, science, and technology; 1b 2a 2b 4a	– use a variety of methods of inquiry, including methods they have designed themselves, and evaluate their effectiveness in solving various problems (*e.g., in designing and fabricating a product, in investigating factors that affect cell function*); 1b 2a 2b 2d 4a
– investigate phenomena in their immediate environment and beyond and communicate their findings, working both alone and with others (*e.g., do a field study on the effects of television on buying habits; explore ways to improve the design of a particular tool*); 1b 1d 2b 2c 3a 5a	– use a variety of methods, technical devices, and processes to conduct inquiries at regional and global levels and to communicate their findings, working both alone and with others (*e.g., consult books, journals, and electronic databases*); 1b 1d 3a 10c
– use a variety of technologies to gather, analyse, interpret, evaluate, and display data (*e.g., computer graphing programs, multi-media presentations, photographs, videotapes*); 1d 3a	– gather information from various sources, make decisions based on the information, and communicate the decisions, using appropriate methods

Perspectives

By the end of Grade 6, students will also:

- work willingly alone or with others, as required by the project (*e.g., develop agreed-upon rules of group conduct*); 5a 5b 5c 6a 6b

By the end of Grade 9, students will also:

- explain why collaboration is important to the advancement of knowledge (*e.g., give examples from history of the advancement of ideas through teamwork*); 5a 5b 5c 6a

PROGRAM COSTING/POTENTIAL SAVINGS: DESIGN & TECHNOLOGY

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(20.8 FTE) delivering the program	$1,422,732	
	Teachers	(10.4 FTE) with the least seniority		$473,947
Note 2	**E.A.'s**	(0 FTE) assigned to students in Design & Technology	$0	$0
	E.A.'s	(0 FTE) with the least seniority	$0	$0
Note 3	**Project Team Leader**		$0	$0
	TRAVEL ALLOWANCE		$0	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$310	$155
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks New/Replacement Eqt.		$110,000	$110,000
Note 4	**TRANSPORTATION**		$12,500	$12,500
Note 5	**CARETAKING**		$70,560	$70,560
		TOTAL	**$1,616,102**	**$667,162**

Note 6	**Estimated One Time Severance Payout**	$0

REVENUES:

	1995 Tuition & Fees	$0
Note 7	Grants	$2,297,297
	Total 1995 Grants, Tuition & Fees	**$2,297,297**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$2,220,337
	Total 1996 Estimated Grants, Tuition & Fees	**$2,220,337**

SUMMARY:

Note 8	**1995 - Grant of $2,297,297 - Expenditures of $1,616,102 =**	**$681,195**
	1996 Estimated Grant of - $2,220,337 - Expenditures of $1,616,102	**$604,235**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Design & Technology)	
	Potential Savings	$266,865
Note 9	Loss of Grant	$0
	One Time Severance Pay Out	$0
	Estimated Net Savings	**$266,865**
	1997 (Elimination of Design & Technology)	
	Potential Savings	$667,162
	Loss of Grant	$0
	Estimated Net Savings	**$667,162**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations that appear on the previous page of this report.

1/ In the event that Design & Technology were eliminated from the elementary program, it is estimated that there would $438,840 savings in salaries and benefits to teachers. Although the elimination of this program would not decrease the number of students on the roll in any individual school, since the present staffing formula establishes Design & Technology classes with a PTR of .5 of that of other classes, the elimination of the Design & Technology program would result in a reduction of 10.1 FTE despite the fact that the overall school enrolment remains as it is.

2/ As a general rule there are no Educational Assistants assigned to the Design & Technology classes. In order to determine the degree of Educational Assistant involvement supporting students in their Design & Technology program, it would be necessary to examine the details of each Educational Assistant assignment. Since Design & Technology is assigned only 7.5 % of the total instructional time per week, any estimates of savings related to the elimination of Educational Assistants positions would be minimal.

3/ No Project Team Leader has assigned within his/her duties direct responsibilities for the Technological Studies programs.

4/ At present, students at Adelaide Hoodless School taking Family Studies and Design & Technology are transported to Prince of Wales or Memorial to receive this instruction. The total estimated transportation costs related to these programs is $25,000, therefore the elimination of Design & Technology at Adelaide Hoodless would realize a savings of $12,500.

5/ The caretaking savings that are reported would only be realized if no alternative instructional use were made of the Design & Technology classrooms.

6 The elimination of the Design & Technology program will reduce the total elementary teacher complement by 10.4 FTE of the teachers with the least seniority. These teachers would not be entitled to a severance payout.

7 There is no specific grant received from the Ministry of Education & Training to support the Design & Technology program in elementary schools. There is a basic per pupil grant of $4,168 received to support the total instructional program for each elementary student. The grant reported is a calculation based on the number of pupils in grades 6, 7 and 8 x percentage of the basic per pupil grant equal to the percentage of total school instructional time assigned to Design & Technology. (ie. 7,349 x 7.5% of $4,028 = $2,220,337

8/ The grants received from the Ministry of Education & Training exceed the expenditures related to the Design & Technology program by $604,235.

9/ Since there is no specific grant to support the Design & Technology program and the funds used for this purpose are taken from the basic per pupil grant, the elimination of the Design Technology program would result in $0 reduction in the basic per pupil grant.

ADDITIONAL ALTERNATIVES

1/ Amend the present elementary staffing to remove from the calculation a pre-determined FTE for the Design & Technology program. Allow the Principal and staff in consultation with the parents, to determine whether or not this non-mandated program will be included in the curriculum of that particular school and if offered what FTE will be assigned.

The staffing assignments in each school under the amended formula shall satisfy the following criteria:

- The school program is organized in such a way that all students have an opportunity to address all learning outcomes

- Staffing complies with the teacher qualifications and PTR requirements for self-contained Special Education classes as stated in the Education Act and Regulations

- Staffing complies with the collective agreement

-The school organizational plan shall be approved by the Superintendents of Schools or designate

This alternative will realize a reduction in salaries and benefits equal to 1 FTE but since the program may continue to be delivered, there would be no related savings realized in supplies and services.

2/ Offering the Design & Technology program to grade 7 and 8 students only, thereby realizing minimal savings in the supplies and services expenditures.

3/ Offering an alternative Design & Technology education program that enables students to address the related outcomes from The Common Curriculum: Policies & Outcomes Grades 1-9.

4/ Offer the Design & Technology program as part of the regular day school program, charging a user fee equal to the supplies and services expenditure, divided by the number of students who are enrolled in the program.

5/ Amend the present elementary staffing formula to staff Design & Technology classes at the same PTR as other classes in an elementary school. The viability of this alternative is dependent on the results of assessment of square footage in each Family Studies classroom to ensure that "whole classes" can be accommodated. This alternative may also require modification of the existing Family Studies program.

THIS REPORT CONTAINS
REVISED COSTING INFORMATION

INSTRUMENTAL MUSIC

IN ELEMENTARY SCHOOLS

The Instrumental Music program is a non-mandated program involving 7,349 students in grades 6, 7 and 8. The program is based on the Ministry of Education and Training Curriculum Guideline, entitled Music Intermediate and Senior, 1990. The program serves as a vehicle by which students have the opportunity to address the Arts outcomes as delineated in The Common Curriculum: Policies and Outcomes - Grade 1 to 9.

Excerpts from the Curriculum Guideline and from the Arts section of the Common Curriculum: Policies and Outcomes - Grades 1 to 9 have been included in this package.

The Program for Grades 7 and 8

GENERAL EXPECTATIONS

Music is one of the compulsory subjects in the curriculum for Grades 7 and 8. The organization and delivery of the program itself will be influenced by factors such as the following:
– access within the school to special areas for the teaching of music
– the availability of a specialist or highly qualified music teacher
– the availability of instruments and supplies

All music courses in Grades 7 and 8 shall offer students learning experiences that reflect an appropriate balance of activities in listening, performing, and creating.

Students arriving in Grade 7 often have been accustomed to experiencing music as part of an integrated program in which all aspects of the curriculum are interrelated. Music, to these students, has been an integral part of their daily life, as important a part of their studies in language as of their studies in the arts. Many aspects of programs for Grades 7 and 8 will continue to reflect this integrated approach to the teaching of music; teachers can take advantage of the natural connections between music and other arts subjects, such as drama and dance, to put together units in an integrated arts curriculum, or they can link the study of music with that of other subjects, such as mathematics or language arts. In some schools,

on the other hand, music will be taught as a separate subject by a specialist teacher. This guideline acknowledges that both of these approaches are valid in Grades 7 and 8.

In the Primary and Junior Divisions, students have been presented with many opportunities to develop patterns of sound, to create musical pieces, and to refine their personal responses to musical presentations of different kinds. They may, however, have little knowledge of the theory of music. When introducing this aspect of music study, teachers will be aware of the importance of providing students with practical musical experiences to balance and support their study of theory. Teachers should always use correct musical terminology but should keep in mind that students' knowledge of the terminology itself or of music theory must always be embedded in first-hand musical experience and activities. Paper-and-pencil exercises are best avoided as prime methods for teaching terminology and theory.

Almost all of what students learn about music should derive from the sensory input of direct experience with music through listening, movement, visual or linguistic representation, or personal experimentation. The foremost of these, naturally, is listening.

Vocal music is a part of all programs for Grades 7 and 8, including instrumental programs. In some classes much of the repertoire will be sung in unison; when students are aware that they are contributing to the expressive quality of the melody, the singing of even a single melodic line can be a satisfying musical experience. Students should also experience the challenge and joy of singing in harmony. Teachers will need to be sensitive to the special needs and characteristics of adolescent voices in selecting repertoire for the vocal music section of the course.

The setting of attainable objectives will provide the means for continuous progress towards the refinement of students' musical understanding. The first objective is to obtain full, willing, and enjoyable participation; correct intonation, accurate rhythm, clear diction, and so on, can be achieved later through the continual presentation of good models. It is essential that students understand the teacher's expectations for their involvement.

SPECIFIC OBJECTIVES

If students are to learn to value music, they must find satisfaction and enjoyment in their participation in music. They must also be provided with musical experiences that encourage them to examine and form their own value judgements. At times, music should be experienced in an interdisciplinary context.

Students in music programs must be provided with opportunities to:

- develop their understanding of the elements of music through the sequential presentation of concepts concerning melody, harmony, rhythm, dynamics, tone colour, texture, and form, and through the integration of all of their musical activities (see the subsection on concepts on pages 26-28);
- listen to, perform, and create music in a variety of activities;
- use their voices as a means of musical expression;
- experiment with singing or playing basic chord progressions and use these in accompanying melodies;
- create, read, and perform melodies and accompaniments, using both traditional and graphic notation;
- develop reading and listening skills according to their needs, abilities, and interests;
- learn how interpretive controls (e.g., dynamics, tempo, articulation, phrasing, balance, and blend) give a unique expressiveness to the music they hear, perform, and create;
- use the musical terminology that they encounter in their musical experiences;
- identify aurally and visually the instruments of the orchestra by family and by individual instrument;
- listen to, identify, and describe music of many periods, styles, and cultures, including folk music and the contemporary music of Canada and other parts of the world;
- respond with sensitivity to many types of music;
- develop skill in improvising;
- explore a variety of sounds and organize them into compositions;
- understand and articulate connections between music and the social, educational, and personal worlds;
- begin to develop personal musical values and critical awareness;
- enjoy music for its own sake in daily life.

The Arts

The arts speak to our emotions, imagination, and intellect, and throw new light on our experiences. From a wider perspective, the arts offer a picture of what people have felt, thought, and valued over the ages, enabling us to see that people in the past expressed ideas and feelings similar to our own. The arts also show us that, while people of diverse races and cultures have unique ways of expressing themselves, people of all backgrounds have many similar interests, concerns, and ways of seeing things. The study of the arts can therefore help students develop a sense of connection with the past and with people of various races and cultures, and can broaden their knowledge and understanding of human achievement.

All of the arts – dance, drama, music, and the visual arts – are valuable means of expression and communication. It is therefore important for students to develop the ability to explore and express their ideas effectively in each of the arts. In making and presenting art works, students develop their ability to communicate and gain understanding of how and why works of art are created.

Through their work in the arts, students encounter both theoretical and practical problems that require them to come up with solutions and to make decisions. Students thus develop their creative and critical-thinking skills, and experience a sense of achievement and fulfilment through study of the arts. In addition, the skills and aesthetic judgement that students develop through study of the arts can be applied in many other areas of life, enriching their understanding and enjoyment of a wide variety of experiences.

It is important that schools offer a balanced arts program that includes all the arts. Within this framework, each of the arts can be studied in depth, and aspects of the study of each art can also be integrated with the study of the other arts and other curriculum areas. Through study of all the arts, students can learn to see the interrelationships among the different arts.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

Specific learning outcomes in the Arts program area are organized under the following four broad topics:

- Understanding Form in the Arts
- Exploring Meaning in the Arts
- Understanding the Function of the Arts
- Experiencing the Creative Process in the Arts

from The Common Curriculum: Policies & Outcomes Gr 1-9

on the other hand, music will be taught as a separate subject by a specialist teacher. This guideline acknowledges that both of these approaches are valid in Grades 7 and 8.

In the Primary and Junior Divisions, students have been presented with many opportunities to develop patterns of sound, to create musical pieces, and to refine their personal responses to musical presentations of different kinds. They may, however, have little knowledge of the theory of music. When introducing this aspect of music study, teachers will be aware of the importance of providing students with practical musical experiences to balance and support their study of theory. Teachers should always use correct musical terminology but should keep in mind that students' knowledge of the terminology itself or of music theory must always be embedded in first-hand musical experience and activities. Paper-and-pencil exercises are best avoided as prime methods for teaching terminology and theory.

Almost all of what students learn about music should derive from the sensory input of direct experience with music through listening, movement, visual or linguistic representation, or personal experimentation. The foremost of these, naturally, is listening.

Vocal music is a part of all programs for Grades 7 and 8, including instrumental programs. In some classes much of the repertoire will be sung in unison; when students are aware that they are contributing to the expressive quality of the melody, the singing of even a single melodic line can be a satisfying musical experience. Students should also experience the challenge and joy of singing in harmony. Teachers will need to be sensitive to the special needs and characteristics of adolescent voices in selecting repertoire for the vocal music section of the course.

The setting of attainable objectives will provide the means for continuous progress towards the refinement of students' musical understanding. The first objective is to obtain full, willing, and enjoyable participation; correct intonation, accurate rhythm, clear diction, and so on, can be achieved later through the continual presentation of good models. It is essential that students understand the teacher's expectations for their involvement.

SPECIFIC OBJECTIVES

If students are to learn to value music, they must find satisfaction and enjoyment in their participation in music. They must also be provided with musical experiences that encourage them to examine and form their own value judgements. At times, music should be experienced in an interdisciplinary context.

Students in music programs must be provided with opportunities to:

- develop their understanding of the elements of music through the sequential presentation of concepts concerning melody, harmony, rhythm, dynamics, tone colour, texture, and form, and through the integration of all of their musical activities (see the subsection on concepts on pages 26-28);
- listen to, perform, and create music in a variety of activities;
- use their voices as a means of musical expression;
- experiment with singing or playing basic chord progressions and use these in accompanying melodies;
- create, read, and perform melodies and accompaniments, using both traditional and graphic notation;
- develop reading and listening skills according to their needs, abilities, and interests;
- learn how interpretive controls (e.g., dynamics, tempo, articulation, phrasing, balance, and blend) give a unique expressiveness to the music they hear, perform, and create;
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Through their work in the arts, students encounter both theoretical and practical problems that require them to come up with solutions and to make decisions. Students thus develop their creative and critical-thinking skills, and experience a sense of achievement and fulfilment through study of the arts. In addition, the skills and aesthetic judgement that students develop through study of the arts can be applied in many other areas of life, enriching their understanding and enjoyment of a wide variety of experiences.

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A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

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- Understanding Form in the Arts
- Exploring Meaning in the Arts
- Understanding the Function of the Arts
- Experiencing the Creative Process in the Arts

from The Common Curriculum: Policies & Outcomes Gr 1-9

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– explain how a number of aspects of a work of art function together to make a meaningful whole (*e.g., explain how the tempo, rhythm, and melody work together to express a mood in a musical selection; how space, language, tone, and gesture are used to convey a point of view in a role drama*); 8b 8c	– analyse a work of art to determine how specific aspects of it contribute to its overall effectiveness (*e.g., analyse a dance composition to determine how ideas and feelings are conveyed by the use of space, shape, level, energy, and movement pattern*); 8b 8c
– identify a variety of styles, techniques, and media in works of art (*e.g., realist, naturalist, expressionist, abstract, and non-objective styles in the visual arts; ballet and jazz, folk, and modern dance; repetition and contrast in reggae or rap, or in a musical or dance composition in ABA form*); 1b 8b	– analyse their own works and the works of others to determine the impact of decisions about style, techniques, and media (*e.g., discuss the reasons for their own decisions and evaluate the effects of these decisions on the form of their finished work; identify decisions made in works by their peers and professional artists, and explain how these affect the work*); 1b 2d 6b 8c 8d
– identify differences among works of art used for similar purposes in a variety of cultures (*e.g., works for celebrations: the "Green Corn Dance" of the Six Nations; the traditional dances of early European settlers; music for weddings, parades, religious festivals*); 4c 8b	– suggest factors that might have influenced the development of unique art forms in diverse cultures (*e.g., available materials; dominant beliefs, conventions, traditions*); 2a 5b
– identify and give examples of aesthetic qualities in the world around them (*e.g., make rubbings to record the textures of a variety of surfaces; record on tape the patterns of sound in a forest or city; draw patterns observed in plant forms; write about or paint the "tonal colour" produced by musical instruments*); 8a 8b	– use their artistic skills and aesthetic judgement in other school activities (*e.g., create effective displays; use their knowledge of artistic form and media when organizing and presenting a project; select, create, arrange, and/or perform music to enhance an event*); 6a 8a 8c
– explain how technology can affect the ways and places in which artists work, as well as the art works themselves (*e.g., with the use of electronic media, such as the synthesizer, much contemporary music is composed and performed differently from earlier music, and also sounds different; film and videotape enable us to preserve and study dance and drama performances*); 2a 3c 7b 7d	– assess the effect of past and present technological advances on artists, their work, and the places in which they work (*e.g., the responses of composers and performers to various changes to musical instruments; the influence of photography and electronic image-making on design in visual arts, drama, dance; the making of rock videos*); 2a 3c 7b 7d

- describe aesthetic qualities of things they perceive in the world around them (*e.g., harmony, balance, variety, unity, and rhythm perceived in everyday sights, sounds, shapes, textures*); 4a 8b

- analyse the ways in which different works of art speak to the senses and evoke responses (*e.g., identify aesthetic qualities in visual images, sounds, scents, shapes, and textures that evoke particular feelings and ideas*); 2a 8b 8d

- identify aspects of each of the arts that are unique to those arts (*e.g., media and techniques that are used in a specific art form*). 1b 4a

- explain what the arts have in common (*e.g., use of pattern, contrast, principles of composition*). 4a 8b

Exploring Meaning in the Arts

By the end of Grade 6, students will also:

- communicate a personal and critical response to works of art (*e.g., explain why they like specific works*); 1c 8c 8d

- offer evidence that works of art can communicate ideas and reflect social, political, and cultural conditions (*e.g., give examples of works that arouse specific emotions or sympathies, or that reinforce or challenge various values or beliefs or such forms of discrimination as racism or antisemitism*); 1a 4a 8d

- identify and describe similarities and differences in style among works of art from a variety of countries, cultures, and historical periods (*e.g., compare images of horses in prehistoric cave paintings with those in Chinese scrolls; compare landscapes by French impressionists with those by Canada's Group of Seven*); 1b 4c

- identify various art materials and media that are used to convey messages in advertisements and other forms of commercial art (*e.g., music, visual images, movement, videotape, paint*). 1c 4a

By the end of Grade 9, students will also:

- describe their sensory, emotional, and intellectual responses to works of art, and explain how these responses contribute to their understanding of the works; 1c 8d

- identify and describe ways in which specific works of art can affect people's attitudes to social, political, and cultural conditions, and can influence their actions (*e.g., describe how devices such as imagery and contrast evoke a variety of responses, such as sympathy, outrage, surprise*); 1c 4a 8c

- identify and describe aspects of style that are unique to works of art from a variety of countries, cultures, and historical periods (*e.g., stylized animal images in totems of Canadian Northwest Coast indigenous people; jazz music from the southern United States; Gregorian chants from medieval Europe*); 1b 4c 5b

- explain how a variety of art materials and media convey meaning in various forms of commercial art (*e.g., describe how images are presented in advertisements to achieve a specific effect; explain how some messages are conveyed directly and some are implied; identify biases and their impacts; identify the groups whose values are represented*). 1c 2a 4a

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– describe ways in which works of art can affect people's behaviour (*e.g., identify ways in which the form, content, or style of a given work might arouse people's concern about a social or an environmental issue and inspire them to act*); 1c 4d 8d	– explain how creating, studying, and appreciating works of art can enrich people's lives (*e.g., by increasing people's technical skill and understanding of how works are produced; by helping them develop self-awareness and insight into the human condition; by providing satisfaction and enjoyment*); 7c 8c 8d 10a 10b
– use skills developed through experiences in the arts in other program areas (*e.g., use observation and drawing skills in the study of plant and animal forms or the design of a machine*) and describe the benefits gained from developing skills in the arts; 7a 7c 8d 10a 10c	– use knowledge and skills developed in arts activities to explore, create, and communicate in many curriculum areas (*e.g., gain insights into historical events from a variety of perspectives through working in role in drama; draw on skills in dance to demonstrate scientific concepts, such as the conservation of energy; use musical instruments to explore the physics of sound*); 2a 8c
– identify places in other communities where they can learn about and experience the arts of a wide variety of cultures (*e.g., arts centres, galleries, arts businesses, cultural centres in provincial parks*), and explain why certain types of behaviour are appropriate at such places; 2c 4c 5a 6a	– know how to make use of arts facilities and services (*e.g., find an appropriate place for a school concert; invite an artist to visit the classroom*), and explain the benefits of observing some conventions of audience behaviour (*e.g., gaining knowledge about a production by reading the program beforehand; talking with the artist at the opening of an exhibition*); 2c 5a 6a
– identify skills that enable them and others to contribute to the cultural life of their community (*e.g., skills in organizing or performing*); 7a 10c	– use their knowledge and skills in the arts to contribute to the cultural life of their community; 1d 6a 8c
– identify and describe occupations in the arts and in related areas (*e.g., toy designer, illustrator, composer, conductor, dancer, actor, director, set or costume designer, sound technician, teacher, interior decorator, landscaper*); 7b 7d	– assess their own potential for a career in which they would use artistic abilities, and plan for future studies (*e.g., evaluate their strengths and interests, and select the most appropriate courses to develop these further; identify assumptions about occupations in the arts, including stereotypes*); 7a 7b 7c 10a
– give examples of works of art that represent and reflect specific cultural traditions	– give examples of Canadian works of art that shape our sense of cultural identity

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– identify problems such as stereotyping and prejudice presented in specific works of art (*e.g., representations of gender roles, races, cultures, occupations, and lifestyles*); 1c 4d 8d	– analyse and assess the effects of specific works of art that raise questions about stereotyping and prejudice (*e.g., discuss the effect of such works on their own and others' values, beliefs, and behaviour*); 1c 4d 8d
– explain the reasons for their ideas and opinions about the arts, show respect for others' ideas, and use problem-solving skills in creating and presenting works of art; 2a 5a 6a 10b	– demonstrate self-knowledge in participating in arts activities, as well as the ability to reflect on others' views expressed in their art works and in their responses to art; 6a 10b
– identify aspects of their own and others' art works that contribute to the effectiveness of the works	– identify a wide range of skills and personal qualities used in creating and appreciating works of art

Experiencing the Creative Process in the Arts

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– produce and perform works of art, using the forms, materials, and skills appropriate to the different arts; 1d 2a 3a 8c	– select appropriate materials and use them effectively to produce or perform works in the arts (*e.g., use heavily textured clay to model a porcupine, or wire to express the grace of a deer*); 1d 2a 3a 8c
– use techniques specific to each of the arts to express ideas and feelings (*e.g., explore different themes, such as "peace", "friendship", or "conflict", through instrumental music, songs, spoken texts, or visual imagery*); 1b 8c	– select and use appropriate techniques to communicate in the arts through polished work; 1d 8c
– translate various kinds of symbols (*e.g., musical notation, computer graphics*) into sounds; 1b	– translate sounds into symbols and symbols into sounds; 1b
– follow the conventions of performance and presentation in organizing classroom productions and exhibitions (*e.g., develop appropriate stage sets; organize events so that they flow smoothly*); 1b 1d 8c	– use the conventions of performance and presentation effectively when planning, organizing, presenting, and evaluating productions and exhibitions (*e.g., locate and reserve facilities, publicize the events, write reviews*); 1a 1b 1d 8c 10a
– demonstrate awareness that the body must be properly cared for so that they can maintain the level of fitness needed for participation in arts activities; 9c 10c	– treat the body with care and respect (*e.g., do warm-up and stretching exercises before practices, rehearsals, and performances, and cool down afterwards; develop relaxation routines*); 9c

By the end of Grade 6, students will also:	By the end of Grade 9, students will also:
– use various types of technology in creative activities in the arts (*e.g., create computer graphics and animation; devise simple lighting arrangements or projections to enhance dance or drama works; use sound tracks produced by themselves or their group*); 2a 3a 8c	– use technology to plan and produce works in the different arts (*e.g., use computer programs, electronic instrumentation, and recording equipment to compose, notate, perform, and record music; create video or film documentaries; use conventional or computer technology to create animation*); 1d 2a 3a 8c
– use and store tools and materials properly and safely in arts activities (*e.g., use appropriate techniques in applying liquid media, assembling constructions, and handling musical instruments*); 3b 9b 9c	– use, maintain, and store the materials, tools, and equipment used in each of the arts with care and attention to safety; 3b 9b 9c
– create art works (*e.g., theme music, tableaux, dance sequences, photo montages*) that express their thoughts on environmental issues; 1d 2a 6d	– create more complex art works that explore environmental concerns in greater depth (*e.g., create a painting, a dance drama, a picture book, a multi-media production*); 1d 2a 6d 8c
– explore their own and others' personal and cultural experiences in their art works (*e.g., create a mural that shows celebrations from a variety of cultures; use stories from many cultures as bases for dance compositions, mime sequences, or songs*). 4c 5b	– identify material from many cultures that is relevant to their own experience and incorporate aspects of it in their art works (*e.g., use melodic or rhythmic patterns adapted from the music or dance of various cultures in their compositions; design costumes modelled on those from a particular period in the history of another country*).

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– explain the reasons for their ideas and opinions about the arts, show respect for others' ideas, and use problem-solving skills in creating and presenting works of art; 2a 5a 6a 10b	– demonstrate self-knowledge in participating in arts activities, as well as the ability to reflect on others' views expressed in their art works and in their responses to art; 6a 10b
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PROGRAM COSTING/POTENTIAL SAVINGS: ELIMINATION OF MUSIC

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(23 FTE) delivering the program	$1,438,867	
	Teachers	(23 FTE) with the least seniority		$0
Note 2	**E.A.'s**	(0 FTE) assigned	$0	
	E.A.'s	(0 FTE) with the least seniority		$0
Note 3	**Project Team Leader**		$0	$0
	TRAVEL ALLOWANCE		$0	$0
	PERSONNEL TRAINING		$345	$345
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks New/Replacement Eqt.		$100,000	$100,000
	TRANSPORTATION		$0	$0
Note 4	**CARETAKING**		$47,520	$47,520
		TOTAL	**$1,586,732**	**$147,865**

Note 5	**Estimated One Time Severance Payout**	$0

REVENUES:

	Tuition & Fees	$0
Note 6	Grants	$2,297,297
	Total 1995 Grants, Tuition & Fees	**$2,297,297**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$2,220,337
	Total 1996 Estimated Grants, Tuition & Fees	**$2,220,337**

SUMMARY:

Note 7	**1995 - Grant of $2,297,297 - Expenditures of $1,586,732 =**	**$710,565**
	1996 Estimated Grant of $2,220,337 - Expenditures of $1,586,732 =	**$633,605**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Music)	
	Potential Savings	$59,146
Note 8	Loss of Grant	$0
	One Time Severance Pay Out	$0
	Estimated Net Savings	**$59,146**
	1997 (Elimination of Music)	
	Potential Savings	$147,865
	Loss of Grant	$0
	Estimated Net Savings	**$147,865**

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations on the previous page of this report.

1/ In the event that Instrumental Music were eliminated from the elementary program, it is estimated that there would be $0 savings in salaries and benefits to teachers. The elimination of this program would not decrease the number of students on the roll in any individual school. Since the staffing formula assigns teachers in relationship to total school student enrolment, the elimination of the Instrumental Music program would result in the same total number of teachers being assigned to a school, with only the specific teacher assignments being altered.

2/ As a general rule, there are no Educational Assistants assigned specifically to the Instrumental Music classes. In order to determine the degree of Educational Assistant involvement supporting students in their Instrumental Music program, it would be necessary to examine the details of each Educational Assistant assignment. Since Instrumental Music is assigned only 7.5 % of the total instructional time per week, any estimates of savings related to the elimination of Educational Assistants positions would be minimal.

3/ No Project Team Leader has assigned within his/her duties, direct responsibilities for the Instrumental Music program.

4/ The caretaking savings that are reported would only be realized if no alternative instructional use were made of the Instrumental Music classrooms.

5/ Since the elimination of the Instrumental Music program will not automatically reduce the total elementary teacher complement, $0 cost is reported on the severance payout line.

6/ There is no specific grant received from the Ministry of Education & Training to support the Instrumental Music program in elementary schools. There is a basic per pupil grant of $4,168 received to support the total instructional program for each elementary student. The grant reported is a calculation based on the number of pupils in grades 6, 7 and 8 x percentage of the basic per pupil grant equal to the percentage of total school instructional time assigned to Instrumental Music. (ie. 7,349 x 7.5% of $4,028 = $2,220,337)

7/ The grants received from the Ministry of Education & Training exceed the expenditures related to the Instrumental Music program by $633,605.

8/ Since there is no specific grant to support the Instrumental Music program and the funds used for this purpose are taken from the basic per pupil grant, the elimination of the Instrumental Music program would result in $0 reduction in the basic per pupil grant.

ADDITIONAL ALTERNATIVES

1/ Amend the present elementary staffing formula to remove from the calculation a pre-determined FTE for the Instrumental Music program. Allow the Principal and staff in consultation with the parents, to determine whether or not this non-mandated program will be included in the curriculum of that particular school and if offered what FTE will be assigned.

The staffing assignments in each school under the amended formula shall satisfy the following criteria:

- The school program is organized in such a way that all students have an opportunity to address all learning outcomes

- Staffing complies with the teacher qualifications and PTR requirements for self-contained Special Education classes as stated in the Education Act and Regulations

- Staffing complies with the collective agreement

- The school organizational plan shall be approved by the Superintendents of Schools or designate.

This alternative will realize a reduction in salaries and benefits equal to 1 FTE but since the program may continue to be delivered, there would be no related savings realized in supplies and services.

2/ Offering the Instrumental Music program to grade 7 and 8 students only thereby realizing minimal savings in the supplies and services expenditures.

3/ Offering an alternative music education program that enables students to address the related outcomes from The Common Curriculum: Policies & Outcomes Grades 1-9 without the inclusion of music instruments

4/ Offering Instrumental Music as part of the regular day school program, charging a user fee equal to the supplies & services expenditure divided by the number of students who wish to be involved in the program.

Since the Instrumental Music program is non-mandated the introduction of a user fee will likely result in a number of students in any school opting out of this program. This will result in some students in each school being involved in Instrumental Music while others are not, thereby requiring principals to organize classes in each grade with this difference as a determining factor. The ability to offer a program on this basis will be dependent on a staff member being assigned to each school with the qualifications to teach Instrumental Music, as well as at least one other subject.

This option would enable the Board to recover some part of the supplies & services expenditure of approximately $100,000.

5/ Offering Instrumental Music as a co-curricular activity outside the regular instructional day similar to the Strings program, charging a user fee equal to the supplies & services expenditure divided by the number of students who wish to be involved in the program.

The ability to offer a program on this co-curricular basis will be dependent on a staff member being assigned to each school with the qualifications to provide an Instrumental Music program.

THIS REPORT CONTAINS
REVISED COSTING INFORMATION

ATHLETICS IN ELEMENTARY & SECONDARY SCHOOLS

The Inter-School Athletic Program is a non-mandated program involving 4,887 elementary students and 4,167 secondary students. These programs are based on the mission statement and guiding principles of the Ontario Federation of School Athletic Associations.

These programs provide an opportunity for students to experience education through school sport.

Ontario Federation of School Athletic Associations

Mission Statement

The Ontario Federation of School "Athletic Associations (OFSAA) is a provincial federation of Associations encompassing volunteer coaches, students, and administrators. OFSAA is dedicated to the promotion and enhancement of the education value of school sports.

As an advocate for school sport, OFSAA provides leadership in advancing the educational benefits of participation through its services, resources and the conduct of secondary school sport championships.

Ontario Federation of School Athletic Association's

Guiding Principles:

Education Through School Sport

The following principles are central to OFSAA's understanding of its mission and will guide OFSAA in all aspects of its operations.

* We believe in "fair play" in school sport.

* We value the enjoyment, growth and personal achievement students realize through their participation in school sport and its contribution to life-long learning and a positive healthy lifestyle.

* We are an advocate for school sport and protect the interests of student-athletes in the educational system.

* We support the development and recognition of teachers and coaches as the foundation of our organization.

* We respect the diversity of needs, interests and abilities among students in the province.

* We promote equitable opportunities for students to participate in school sport.

* We are committed to ensuring representation and involvement from all regions of the Province.

* We believe in the educational value of interaction among students, teachers and coaches provincially, nationally and internationally.

* We support partnerships with other organizations who share our values and objectives.

* We recognize the need for financial viability, and we are committed to securing stable resources and providing cost-effective services.

PROGRAM COSTING/POTENTIAL SAVINGS: ATHLETIC PROGRAM

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
	Sports Convenor	(1 FTE) co-ordinates the program	$41,700	$41,700
Note 1	Physical Education Dept. Heads	(5%)	$13,400	$13,400
Note 2	Secretary	(1 FTE) assigned	$30,800	$0
Note 3	**Project Team Leader**	(10%)	$8,695	$0
	TRAVEL ALLOWANCE		$930	$930
	PERSONNEL TRAINING	- Project Team Leader & Sports Convenor	$0	$0
	SUPPLIES & SERVICES			
	Instructional Supplies			
	General Supplies			
	Printing		$4,000	$4,000
	Repairs		$5,500	$5,500
	Textbooks			
Note 4	**OTHER**			
	Athletic Expenses		$135,090	$135,090
	Athletic Subsidy		$30,075	$30,075
Note 5	**RENTALS**		$5,000	$5,000
Note 6	**CARETAKING**		$0	$0
		TOTAL	**$275,190**	**$235,695**

Note 7	**Estimated One Time Severance Payout**	$24,000

REVENUES:

	1995 Tuition & Fees	$0
Note 8	Grants	$0
	Total 1995 Grants, Tuition & Fees	**$0**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$0
	Total 1996 Estimated Grants, Tuition & Fees	**$0**

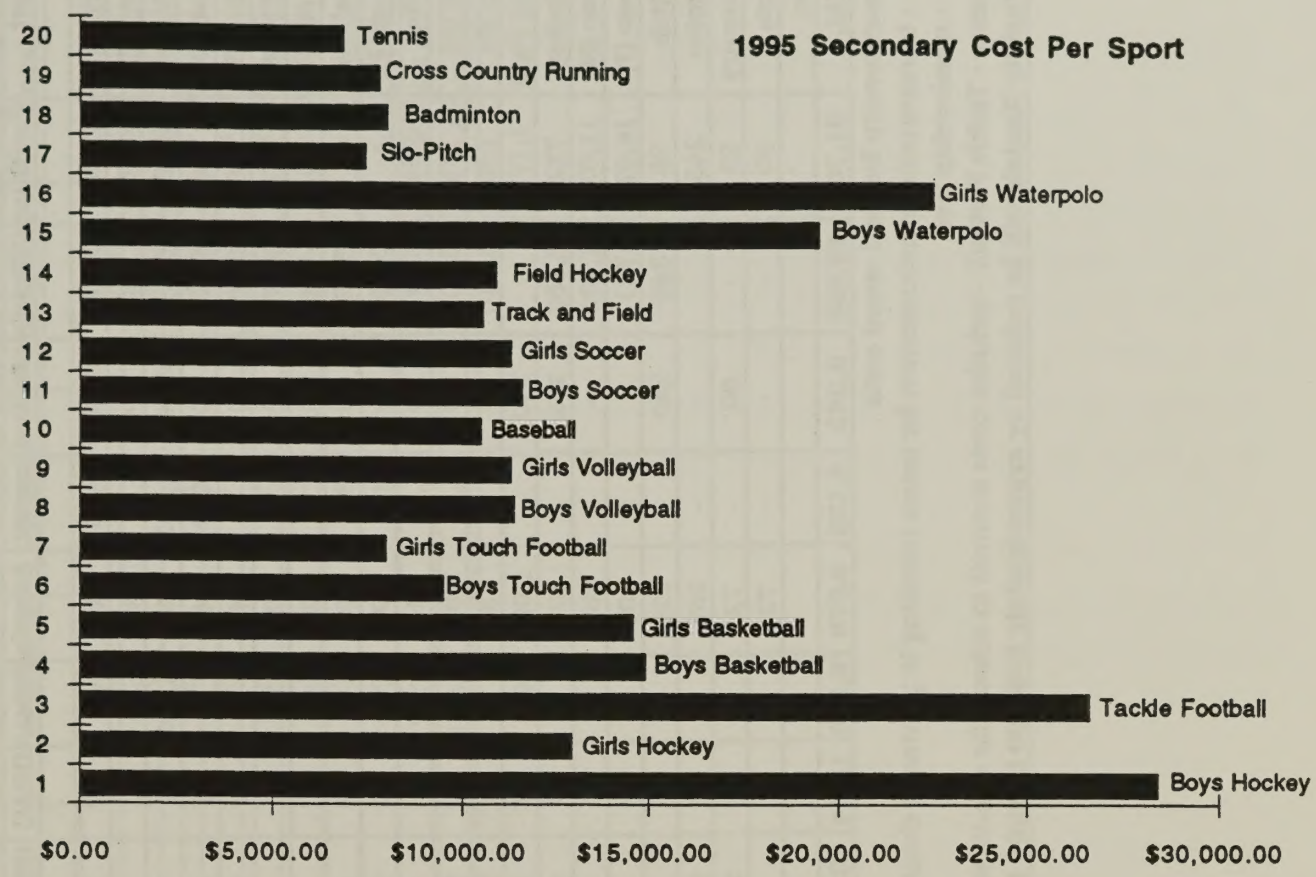
DIRECT COSTS TO THE BOARD (EXPENDITURES - REVENUES):

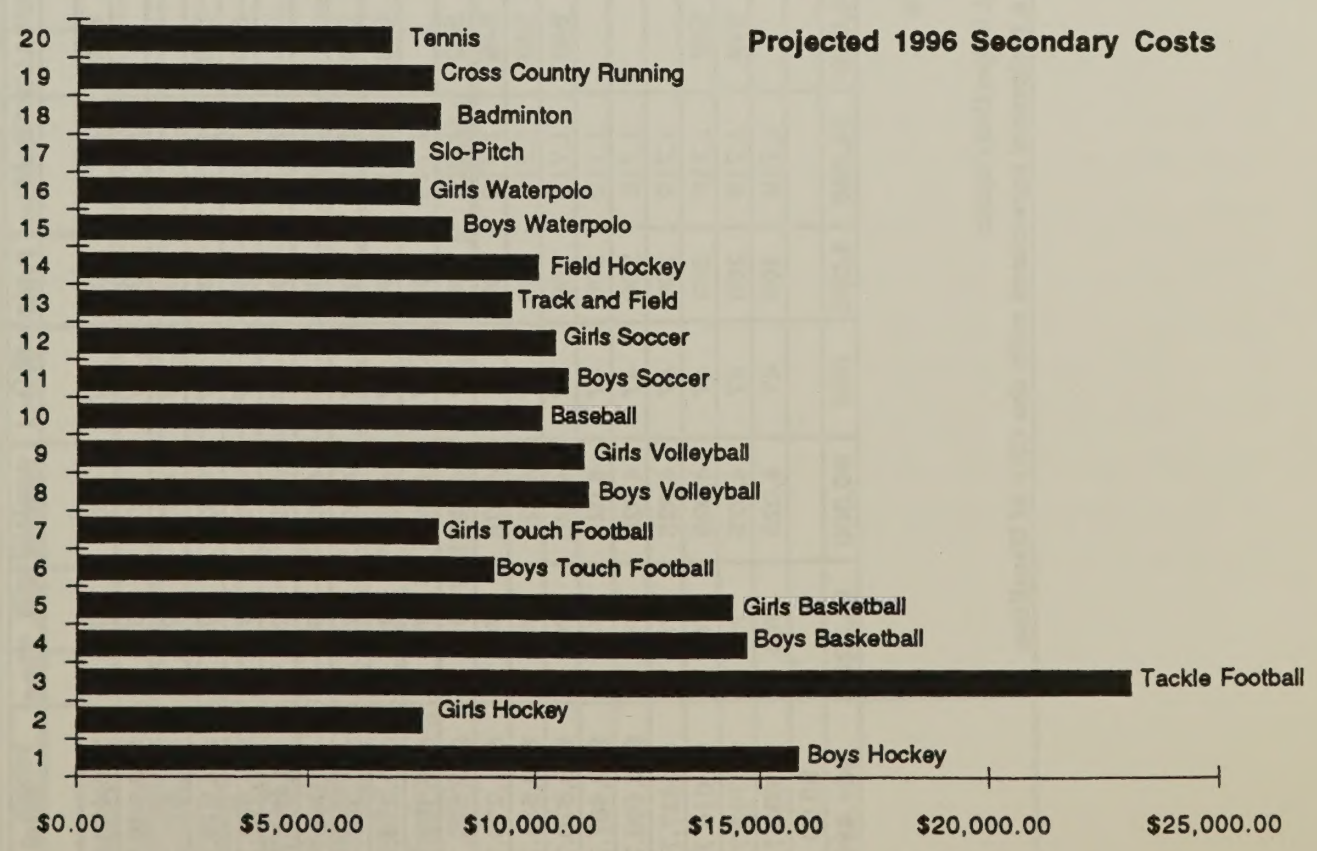
1995 - Expenditures of $275,190 - Grants of $ 0 =	**$275,190**
1996 Estimated - Expenditures of $ 275,190 - Grants of $ 0 =	**$275,190**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Athletic Program)	
	Potential Savings	$94,278
Note 8	Loss of Grant	$0
	One Time Estimated Severance Pay Out	$24,000
	Estimated Net Savings	**$70,278**
	1997 (Elimination of Athletic Program)	
	Potential Savings	$235,695
	Loss of Grant	$0
Note 9	***Estimated Net Savings***	**$235,695**

comp charts


1995 Secondary Cost Per Sport
20 Tennis
19 Cross Country Running
18 Badminton
17 Slo-Pitch
16 Girls Waterpolo
15 Boys Waterpolo
14 Field Hockey
13 Track and Field
12 Girls Soccer
11 Boys Soccer
10 Baseball
9 Girls Volleyball
8 Boys Volleyball
7 Girls Touch Football
6 Boys Touch Football
5 Girls Basketball
4 Boys Basketball
3 Tackle Football
2 Girls Hockey
1 Boys Hockey
$0.00
$5,000.00
$10,000.00
$15,000.00
$20,000.00
$25,000.00
$30,000.00


Projected 1996 Secondary Costs
20 Tennis
19 Cross Country Running
18 Badminton
17 Slo-Pitch
16 Girls Waterpolo
15 Boys Waterpolo
14 Field Hockey
13 Track and Field
12 Girls Soccer
11 Boys Soccer
10 Baseball
9 Girls Volleyball
8 Boys Volleyball
7 Girls Touch Football
6 Boys Touch Football
5 Girls Basketball
4 Boys Basketball
3 Tackle Football
2 Girls Hockey
1 Boys Hockey
$0.00
$5,000.00
$10,000.00
$15,000.00
$20,000.00
$25,000.00

SECONDARY COST PER SPORT - 1995

Sport	Facilities	Officials	Medical	Security	Awards	Misc.	GHAC	OFSAA 1	OFSAA 2	Subsidies	Print	Travel	Salaries	Rel. Time	Total
Hockey (M)	12,437	3,728	3,527	960	168		87	279	549	1,719	200	47	4,025	701	$28,426.71
Hockey (F)	5,275	260	544	-	168					1,719	200	47	4,025	701	$12,938.71
Tackle Football	3,090	5,786	2,340	2,285	498	5,902	87			1,719	200	47	4,025	701	$26,679.71
Basketball (M)	350	6,050	90	576	243		87	279	549	1,719	200	47	4,025	701	$14,915.71
Basketball (F)	150	6,500	90	-	243		87	279	549	1,719	200	47	4,025	701	$14,589.71
Touch FB (M)	307	2,270	90	-	126					1,719	200	47	4,025	701	$9,484.71
Touch FB (F)	50	855	270	-	126					1,719	200	47	4,025	701	$7,992.71
Volleyball (M)	-	3,160	90	304	198		87	279	549	1,719	200	47	4,025	701	$11,358.71
Volleyball (F)	-	3,380	90	-	198		87	279	549	1,719	200	47	4,025	701	$11,274.71
Baseball	244	3,344	90	-	114					1,719	200	47	4,025	701	$10,483.71
Soccer (M)	735	3,007	90	-	138		87	279	549	1,719	200	47	4,025	701	$11,576.71
Soccer (F)	735	2,710	90	-	138		87	279	549	1,719	200	47	4,025	701	$11,279.71
Track and Field	1,173	-	240	-	1,098	414	87	279	549	1,719	200	47	4,025	701	$10,531.71
Field Hockey	722	2,150	272	-	126		87	279	549	1,719	200	47	4,025	701	$10,876.71
Waterpolo (M)	11,076	1,432	-	-	288					1,719	200	47	4,025	701	$19,487.71
Waterpolo (F)	14,976	721	-	-	108					1,719	200	47	4,025	701	$22,496.71
Slo-Pitch	25	345	240	-	126					1,719	200	47	4,025	701	$7,427.71
Badminton	242	-	-	-	162		87	279	549	1,719	200	47	4,025	701	$8,010.71
Cross-Country	25	-	90	-	72		87	279	549	1,719	200	47	4,025	701	$7,793.71
Tennis	90	-	-	-	72					1,719	200	47	4,025	701	$6,853.71
Misc.	-														$0.00
TOTAL	**51,702**	**45,698**	**8,243**	**4,125**	**3,978**	**6,316**	**1,044**	**3,069**	**6,039**	**34,380**	**4,000**	**940**	**80,500**	**14,020**	**264,480**

GHAC - membership fees and award costs

OFSAA 1 - transportation reimbursement for teams travelling to provincial championships

OFSAA 2 - membership fees

Misc. expense - Tackle Football - includes costs incurred in schools for annual equipment inspection/repair

NOTE: Facility Rentals will be reduced by approximately $45,000 in 1996 through a reciprocal agreement with the City of Hamilton

MIDDLE SCHOOL COST PER SPORT - 1995

Sport	Facilities	Officials	Medical	Security	Awards	Misc.	Subsidies	Total
Basketball (M)	-	5,010	90	-	155	-	1,200	$6,455.00
Basketball (F)	-	4,110	90	-	155	-	1,200	$5,555.00
Volleyball (M)	-	540	90	-	155	-	1,200	$1,985.00
Volleyball (F)	-	540	90	-	155	-	1,200	$1,985.00
Track and Field	525	-	330	-	555	25	1,200	$2,635.00
Slo-Pitch (M)	50	90	-	-	163	-	1,200	$1,503.00
Slo-Pitch (F)	50	90	-	-	163	-	1,200	$1,503.00
Cross-Country	50	-	330	-	425	25	1,200	$2,030.00
Swimming	5,000	250	-	-	243	-	1,200	$6,693.00
TOTAL	**5,675**	**10,630**	**1,020**	**0**	**2,169**	**50**	**10,800**	**30,344**

OTHER CONSIDERATIONS / NOTES OF INTEREST

1/ Under the terms of the Collective Agreement both male and female Physical Education Department Heads have one line in their teaching assignment for administrative duties and responsibilities. Although management of the inter-school sports program is not a part of the contractual responsibilities for Physical Education Department Heads, they report that a percentage of this administrative time is used for that purpose. As a result, an estimated expenditure has been included equal to the dollar value of a Heads administrative line x the percentage of time they report being involved with inner-school athletics.

Approximately 225 teacher coaches are involved with the secondary school Athletics Program, each contributing on average 120 hours, at no cost to the Board. In addition, approximately 125 community volunteer coaches contribute an additional estimated 15,000 hours, at no cost to the Board.

2/ There is a 1.0 FTE Secretary assigned to the Athletic Office. If a decision were made to eliminate the inter-school Athletic Program, the recommendation of the Superintendent of Program would be to adjust the assignment of that Secretary, to assume duties presently performed by a casual employee.

3/ The assignment of the Project Team Leader for Student Services and Community Linkage includes .1 FTE related to inter-school Athletics, specifically responsibilities with the IAC Directorate. If a decision were made to eliminate the Athletic Program, it would be the recommendation of the Superintendent of Program to retain the position of Project Team Leader.

4/ The athletic expenditures and subsidies reported on the previous page of this report are direct costs to the Board. These allocations do not cover the expenses of the inter-school Athletic Program. It is estimated that up to 80% of these operating expenses are raised by Physical Education staff, coaches, parents and student athletes through a variety of endeavours.

5/ As the result of successful negotiations with the Corporation for the City of Hamilton, the traditional rental expenditures have been reduced to the amount indicated on the previous page of this report. The anticipated expenditure reported will cover the cost of rental facilities not included in the agreement, such as the gymnasia at McMaster University, Mohawk College, Redeemer College and the track and field facilities at McMaster University for championship competition.

6/ Since the locker rooms that are used by inter-school athletic teams are the same facilities that are used by Physical Education classes, no expenditure has been reported for caretaking.

7/ If a decision were made to eliminate the Athletic Program, the position of Sports Convenor would no longer be required and that person would be entitled to the estimated severance payout included in this report.

8/ Since the basic per pupil grant received from the Ministry of Education & Training is used to cover the costs of the instructional program and since the Athletic Program is a co-curricular program, no percentage of the basic per pupil grant has been posted in the report as an offsetting revenue.

Since there is no grant to support the Athletic Program, the elimination of the Program would result in no loss of grant.

9/ Based upon the existing recent record of students transferring from the Hamilton Public Secondary system to our co-terminous Board, a possibility exists that if a decision were made to eliminate the Athletic Program in this Board and no similar decision were made by our co-terminous Board, a number of students may transfer. Such a transfer by any student would result in the loss of the basic per pupil grant of $5100 and a possible re-direction of assessment. As a result, a decision to eliminate the inter-school Athletic Program may have a negative impact on revenues received by the Board through grant and local assessments.

ALTERNATIVES:

1/ Renegotiate clause 25.07 of the collective agreement between the Board of Education for the City of Hamilton and OSSTF, replacing the requirement of both a boys and girls Physical Education Department Head, with a Physical Education Department Head and two Assistant Department Heads in each school. It will be the responsibility of one of the Assistant Department Heads to administer either the boys or girls Physical Education program. It will be the responsibility of one of the Assistant Department Heads to administer both the boys and girls Athletic Programs The estimated savings realized by such a change would be $168,500.

The reduction in administrative time available to Physical Education staff to address inter-school athletics will result in an increased workload for the Sports Convenor.

2/ The expansion of the use of "participation fees". A form of "participation fees" exists in relationship to many of the inter-scholastic sports ie. participants are required to purchase personal equipment and in some schools purchase an activity card as a requirement for participation. Expansion of the use of "participation fees" would assist in reducing the athletic expense and athletic subsidy expenditures.

3/ Aggressively pursue corporate donations and sponsorships.

4/ Eliminate the position of Sports Convenor and have the co-ordinating responsibilities assumed by teacher coaches for each sport who would be paid a stipend.

THIS REPORT CONTAINS
REVISED COSTING INFORMATION

CO-OP EDUCATION IN SECONDARY SCHOOLS

The Co-operative Education Program, including the Limeridge Mall and Amity Programs is a non-mandated program involving 1,778 students in Grades 11, 12 and OAC and approximately 1,000 employers. The program is based on The Ministry of Education & Training Guideline, entitled "Co-operative Education - Policies & Procedures for Ontario Secondary Schools, 1989".

Excerpts from the Curriculum Guideline, "Co-operative Education - Policies & Procedures for Ontario Secondary Schools, 1989", as well as a newsletter providing a brief description of the Limeridge Co-op program have been included in this package. The information contained describes in detail the obtaining of co-op placements, the responsibilities of the school and employers in the co-op partnership, the role of the teacher monitor and the integration of the co-op and in-class programs.

Placement

Prior to a student's placement, the teacher obtaining the placement should assess the following: the employer's and supervisor's attitude towards co-operative education, the range and scope of the experiences available, the equipment and facilities in the workplace, the learning potential and safety of the placement, the current employment practices of the organization involved, and the possibility for students of French-language instructional units to work in the French language.

The out-of-school component in co-operative education is designed to enhance the educational experience of the students involved. It is expected that the out-of-school component will provide students of French-language units with the opportunity to use the language that served for the in-school program. The out-of-school component should allow all students to develop work-related and problem-solving skills; to acquire knowledge, skills, and attitudes related to the in-school course; and to gain self-confidence and maturity in an adult environment, away from the day-to-day adolescent environment of the home school. Care must be taken to provide a suitable environment in which this can happen. For this reason the placement site will normally be outside the student's home school and in most cases in a new environment in which the student has not experienced previous training or part-time work.

Full advantage should be taken of the resources available in the community. Co-operative education experiences that involve placements in the school store or participation in school dramatic presentations, the student council, the business practice office, part-time jobs, Junior Achievement, a school or community athletic team, the school yearbook, secretarial work for the school teaching staff, or similar activities are not acceptable. While participation in Junior Achievement or a part-time job can be an excellent preparation for co-operative education, these experiences do not meet the criteria for credits delivered through the co-operative education mode.

If an educational placement is required, the teacher must make every effort to obtain this placement outside the home school. However, there are some situations in which the home school provides experiences that cannot be duplicated anywhere else in the immediate community. For example, it may be necessary to place students in the home school in remote areas, or to meet the needs of exceptional students, or where it is deemed that a student's maturity or skill level is not yet acceptable for a community placement, or in a day-care facility located within the home school. In all these special situations where it is necessary to place a student in the home school, two different individuals must assume the roles of the teacher monitor and the employer supervisor.

The practice of allowing students to arrange their own placements is discouraged. Exceptions may be considered in special circumstances, such as where apprenticeship or similar training for permanent employment is being offered. Students may be given approval for placement in a company where they currently have a salaried job provided that there is a clear distinction between the

tasks in the individualized training plan and the duties of the paid position. This is an area that has a high potential for abuse.

It is likely that a number of students might be placed in a variety of different departments in a large company or organization. Every effort should be made to ensure that the quality of learning, skills development, and growth in maturity of the student are not impeded by the overloading of a single training station with several students. Quality placements and maximum learning opportunities tend to exist where no more than one student is placed with one training-station supervisor at any one time.

Co-operative education experiences should provide students with sufficient time and opportunity in any one specific placement for satisfactory skill development, career decision making, and personal growth. The out-of-school time should be planned in at least half-day segments wherever possible.

The length of time that a student spends at a training station will have a significant impact on the quality of the co-operative education experience and the learning opportunities provided by the employer. In deciding how long a student should remain in one training station, the following should be taken into account:

- the level of sophistication of the tasks and the training time required
- the time required for students to assimilate the skills necessary for competency at the training station
- students' physical and emotional needs (particularly those of underachievers and of students lacking in self-confidence)
- the extent to which the work station meets the language requirements of the program for students of French-language instructional units

The decision regarding the exact number of training stations in which a student should be placed during any one course offered through the co-operative education mode should be made locally. The major factors affecting this decision include the variety of training stations available, the breadth and depth of experience available, the in-school component of the course, and the language used at the work station in the case of students of French-language instructional units. The training-station experience must be long enough to permit the student to meet the objectives of the out-of-school component of the course.

Students should be encouraged to experience a different training organization with each course that they take through the co-operative education mode of delivery. If they are placed in the same training station more than once, there must be a different individualized training plan for each placement.

School and Employer Responsibilities

Co-operative education is a partnership that imposes responsibilities on both school staff and employers. School staff are responsible for the following:

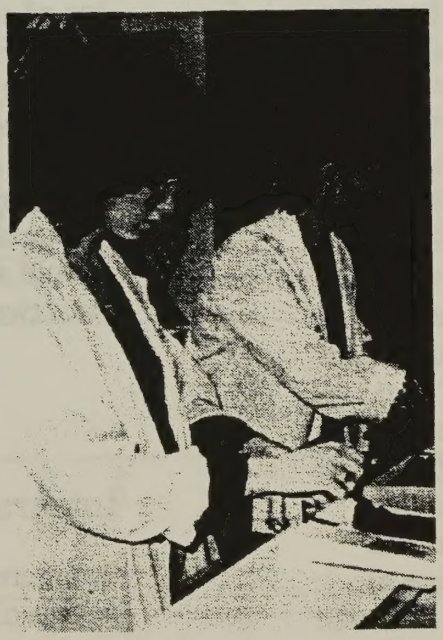
- program planning
- student selection
- the preparation of students for placement with an employer
- the organization and administration of the program
- the provision of safety instruction and insurance coverage
- helping students arrange transportation to and from the workplace
- monitoring students' training and evaluating their performance

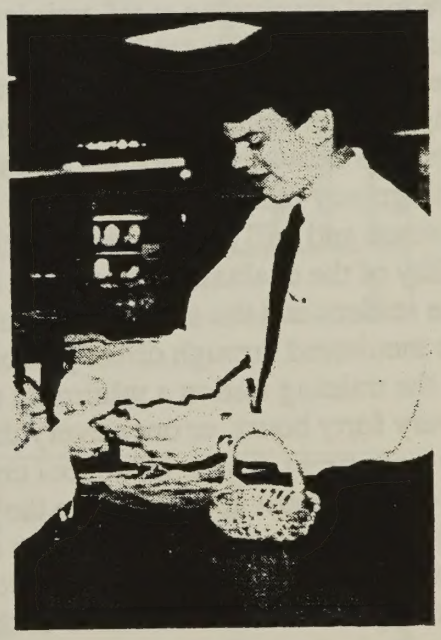
The Board of Education for the City of Hamilton

"Spring 1993"

Business & Co-operative Education

Newsletter





Not Just Shoppers at Lime Ridge!

January 29, 1993, marked the fourteenth successful semester of the Lime Ridge Mall Marketing Co-op Program.

Twenty-four students from various high schools are enrolled. The Program gives each student the opportunity to complete four credits, which are Retailing, World of Work and two retail-related Co-op credits. Each student experiences two Co-op placements per semester which gives him/her invaluable job experience.

Rob Persaud from Hill Park Secondary School, is learning the retail sports industry at Collegiate Sports. Lena Suliman, a Glendale Secondary School student, has joined the Grand and Toy team. Trina Collins, from Barton Secondary, is off to a great start at Sears in the Catalogue department. Art Farraway, from Sir Winston Churchill Secondary, is learning the retail clothing business at "Steel."

This excellent program assists many students with career decision making and personal and professional growth while they obtain four credits.

The program is open to students in grades 11, 12 and to adult students. For more information call Ms. Paula Pakozdy, 383-6665 or see your Guidance Counsellor.

Teachers must inform employers and supervisors of the expectations and responsibilities of this partnership prior to student placement.

Monitoring

Monitoring involves careful, critical observation of students' activities and discussions and consultations with both students and supervisors at the training stations. This is supported by detailed, anecdotal, dated records of monitoring activities, which are kept as part of the students' record of achievement. (See "Student Records" on page 12.)

Frequent monitoring at the training station is essential to provide students with a sense that they are still part of their home school. The ongoing development of a supportive relationship between the teacher and the student will greatly increase the student's chances for success and will greatly increase the credibility of the evaluative process in the eyes of the student and the employer. Students must be monitored through direct personal contact at the training station a minimum of once every forty hours, or once every three weeks, or three times per out-of-school credit, whichever is the most appropriate to the school timetable. It may be necessary to monitor some students more frequently because of their special needs or because of the nature of the particular workplace.

The anecdotal, dated record of monitoring activities should include information on the student's progress, details of new learning and attitude changes that have been observed, individualized-training-plan updates, observations of the student's interaction with co-workers, and comments made by both the student and the supervisor. These documents must reflect the language used in the school program.

The monitoring process should encompass both the teacher's observation of the student's performance of tasks and a discussion of that performance that includes both the student and the training-station supervisor. It is necessary for the teacher to clarify with the student's training-station supervisor the supervisor's role in the monitoring process.

A teacher monitor should be knowledgeable in both the subject area under study and in cooperative education. When this is not the case, there must be regular consultation between the teacher assigned to monitor the out-of-school component and the subject teacher for the in-school component. In cases where credits are being awarded in a subject area in which the teacher monitor does not hold qualifications, the teacher in charge of the organizational unit for that subject area is responsible for the provision of appropriate assistance to the teacher monitor. This consultation must include the following: the identification of the learning objectives for the out-of-school component on the individualized training plan; the learning strategies, language of instruction, and evaluation methods to be used; the identification of any special student orientation that is required; and such other assistance as may be determined by the principal. In addition, the subject teacher should accompany the teacher monitor on at least two monitoring sessions.

Integration

Structured activities with their peers that integrate classroom with on-site activities are vital to students' understanding of their experiences. At these times the classroom becomes a forum for reflecting on personal experiences, for subjecting personal perspectives to public discussion, for personal interaction, for building and testing hypotheses, for disciplined inquiry, and for setting learning objectives. The classroom also provides an opportunity for students to make sense out of their experiences, to put these experiences into broader perspectives, to reflect on and analyse their applications, and to internalize their learning. Reflective discussion is one technique that can be used in the integration process to encourage students to analyse, compare, and contrast their out-of- school experiences. Other techniques include seminar presentations and the keeping of logs, diaries, observation reports, and journals.

PROGRAM COSTING/POTENTIAL SAVINGS: CO-OPERATIVE EDUCATION

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers-Monitors**	(22 FTE) delivering the program	$1,522,520	$0
Note 2	**Secretary**	(.3 FTE) assigned	$9,778	$0
Note 3	**Project Team Consultant**	(.4 FTE)	$32,780	$0
Note 4	**TRAVEL ALLOWANCE/ MILEAGE REIMBURSEMENT**		$24,500	$23,700
Note 5	**PERSONNEL TRAINING**		$1,200	$200
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks		$2,500	$2,500
Note 6	**RENTALS**		$4,280	$4,280
Note 7	**TRANSPORTATION**		$73,225	$73,225
Note 8	**CARETAKING**		$0	$0
Note 9	**MISCELLANEOUS**		$3,300	$3,300
		TOTAL	**$1,674,083**	**$107,205**

Note 9	**Estimated One Time Severance Payout**	$0

REVENUES:

	1995 Tuition & Fees	$0
Note 10	Grants	$1,707,928
	Total 1995 Grants, Tuition & Fees	**$1,707,928**
	1996 Estimated Tuition & Fees	$0
	Estimated Grants	$1,649,738
	Total 1996 Estimated Grants, Tuition & Fees	**$1,649,738**

SUMMARY:

1995 - Grant of $1,707,928 - Expenditures of $1,670,783 =	**$33,845**
1996 Estimated - Grant of $1,649,738 - Expenditures of $1,670,783 =	**($24,345)**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of Co-op Program)	
	Potential Savings	$42,882
Note 10	Loss of Grant	$0
	One Time Severance Pay Out	$0
	Estimated Net Savings	**$42,882**
	1997 (Elimination of Co-op Program)	
	Potential Savings	$107,205
	Loss of Grant	$0
Note 11	***Estimated Net Savings***	**$107,205**

OTHER CONSIDERATIONS/ NOTES OF INTEREST

1/ Teacher Monitors are assigned on average the supervisory responsibility for 39 students each semester, with 13 students being equated to one in-school teacher line, as per the collective agreement. Each co-operative education student receives the equivalent of 2 credits as a result of involvement in the program. As a result the number of students for whom a teacher monitor is responsible is comprable to the in-school classe loading, averaging 26-30 students. Therefore, the elimination of the Co-operative Education Program and the re-assignment of the monitors would result in the elimination of 0 FTE teaching positions.

If the students who are obtaining credits through the Co-operative Education Program no longer had that opportunity, they would either select additional in-school courses and/or include a "study period" in their class schedule. It is extremely difficult at this time to predict in detail the results of students re-selecting in-school courses. If significant numbers of these students in any school gravitated to a particular course that already had enrolment at a maximum class size, then the re-selection would require the opening of an additional in-school class. Secondly, if this process resulted in students re-selecting a wide variety of alternative courses enabling them to be accommodated in existing classes that were not already at maximum class size, then the re-selection would result in the reduction of teaching lines. The first of these alternatives can be eliminated by limiting the alternative selections for these students to those courses that are not already loaded at maximum.

2/ The assignment of the secretary to the Student Services and Community Linkage Team includes .3 FTE related to the Co-operative Education Program. If a decision were made to eliminate the Co-operative Education Program the recommendation of the Superintendent of Program would be to adjust the assignment of the secretary and other secretaries in the Program Department to assume duties presently performed by a casual employee.

3/ The assignment of the Consultant to the Student Services and Community Linkage Team includes .4 FTE related to the Co-operative Education Program. If a decision were made to eliminate the Co-operative Education Program, the recommendation of the Superintendent of Program would be to assign additional responsibilities to the Consultant. If that were not the decision under the terms of the Collective Agreement the Consultant would be re-assigned to a teaching position and the salary would be red circled. If this position were to be eliminated it would result in the annual savings of $39,985, the salaries and benefits equal to that paid to 1 FTE teacher with the least seniority.

4/ The Project Team Consultant and Teacher Monitors have been receiving a travel allowance beginning January 1, 1996. They will be eligible for mileage reimbursement. The figure reported on this line is an amount equal to the travel allowances paid in the past. It is difficult at this time to predict whether the move to a mileage reimbursement system will increase or decrease this expenditure.

5/ The allocation reported includes Professional Development for both the Project Team Consultant and the Teacher Monitors.

6/ The expenditure reported in the rental line is the fee paid to Limeridge Mall for the classroom space used for instructional purposes.

7/ Bus tickets are provided to Co-operative Education students in order to ensure compliance with the Ministry of Education & Training directive "that no student can be denied the opportunity to participate because of any costs incurred".

Bus tickets are not provided in any of the following situations:

* the Co-op placement is within walking distance from the school
* an honorarium is paid to the student by the employer
* bus tickets are provided to the student by the employer

8/ No caretaking expenses have been reported because the classrooms used for the in-school component of Co-operative Education are used at other times during the school day by other classes.

9/ No teacher's position that would be eliminated would be entitled to a severance payout.

10/ The Ministry of Education & Training provides no specific grant to support Co-operative Education. There is a basic per pupil grant received to support the total instructional program for each secondary school student. The grant reported is a calculation based on the number of students in Co-operative Education x the percentage of the basic per pupil grant equal to the percentage of the total school instructional time that students are involved in Co-operative Education (ie. 508 FTE x 66% of $4,920 = $1,649,738).

Since the basic per pupil grant is based on the total enrolment a decision to eliminate the Co-operative Education Program may not result in the reduction of the total enrolment. As a result $0 in loss of grant is reported on the previous page of this report.

11/ The availability of the Co-operative Education Program enables the retention of a number of students who might otherwise not remain in school. A decision to eliminate the Co-operative Education Program may result in an undetermined reduction in enrolment and a corresponding reduction in the total basic per pupil grant received by the Board. As a result the estimated net savings would be something less than the amount reported on the previous page of this report.

Date: March 1996

To: Chairman and Members
Operations and Finance Committee

From: D. W. Goodridge, Director and Secretary of the Board

Re: Preliminary Report of the School Consolidation Working Group

Background

The School Consolidation Working Group was formed to study various alternatives in the areas of school consolidation, campus school concepts and other potential cost saving alternatives at all levels in the system.

Issue

To share with trustees the financial implications with respect to possible school consolidations.

Recommendations

1. That this report be received for information.
2. That the School Consolidation Working Group be directed to bring back specific scenarios that would realize cost savings.

Rationale

It is not possible to have a consistent school organization structure throughout the Board-differences in enrolment needs, size, capacity, location and types of school vary greatly throughout the system (e.g. some of our elementary schools have physical structures that limit their use to junior grades).

Elementary

- the larger the school enrolment the greater the opportunity for flexibility of programming and integration of special needs students
- the optimal cost/student in elementary schools occurs in the 450-550 enrolment range (Appendix 1)
- the least financially feasible range for elementary schools is less than 250 students (Appendix 1)
- we have only 3 schools in our Board with a capacity less than 250

Secondary

- to maximize program opportunities a school enrolment of 1200+ is necessary
- the optimal cost/student in secondary schools occurs in the 1200-1500 enrolment range (Appendix 3)
- the least financially feasible range for secondary schools is less than 1000 students (Appendix 3)

- **Towards the year 2000**
  - based on current enrolment in SK-OAC it is anticipated that:
    secondary school enrolment (including 4 year diploma requirements) will fall from the current 13,000 to between 11,000 and 12,000 by the year 1999. (Appendix 4)
  - it appears that elementary enrolment will increase from 24,700 to 27,300 (based on yearly intake at grade 1 of 2950 students) (Appendix 4)
  - the Accommodation Report states that there is more space available than will be required

Conclusions

Year round schooling seems to offer financial advantages when the use of current buildings allows a Board to delay building additional facilities. This does not apply to this Board.

The work group has not been able to identify potential cost savings by desemestering secondary schools under current government grant regulations.

•**options** that have been considered and the potential range of **annual cost savings** include:
- -closing of small (less than 250 students) elementary schools ($250,000 to $300,000 per school)
- -expanding the program offered at a secondary school to 7-OAC ($2,750,000-$3,250,000)
- -using a current secondary school building as a Junior High {7-9} ($1,750,000-$2,250,000)
- -closing of current secondary school sites ($1,000,000-$1,500,000)
- -closing vocational secondary schools by placing programs and students in composite schools ($1,000,000-$1,500,000)

A Potential System Scenario	Estimated Savings
(1) closing of 5 small schools	$1,500,000
(2) expanding 2 secondary schools to 7-OAC	$6,000,000
(3) creating a gr. 7-9 school in a current secondary school building	$2,000,000
(4) closing 2 vocational sec. schools by placing programs and students in a composite school and creating a school within a school	$3,000,000
Total estimated annual savings	**$12,500,000**

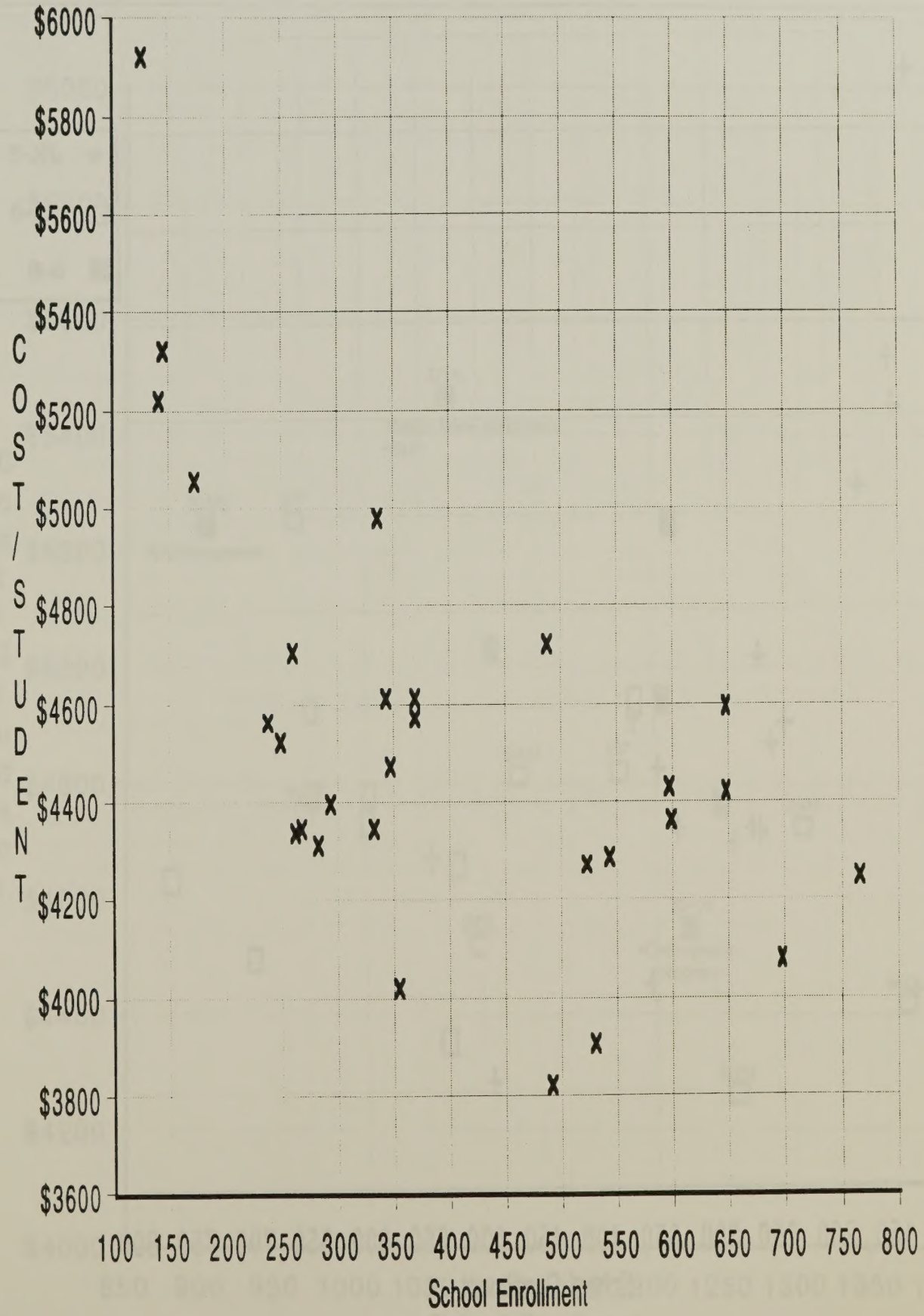
There will be additional "one-time" renovation costs and annual transportation costs. These will be presented as part of any specific scenarios requested.

Appendices

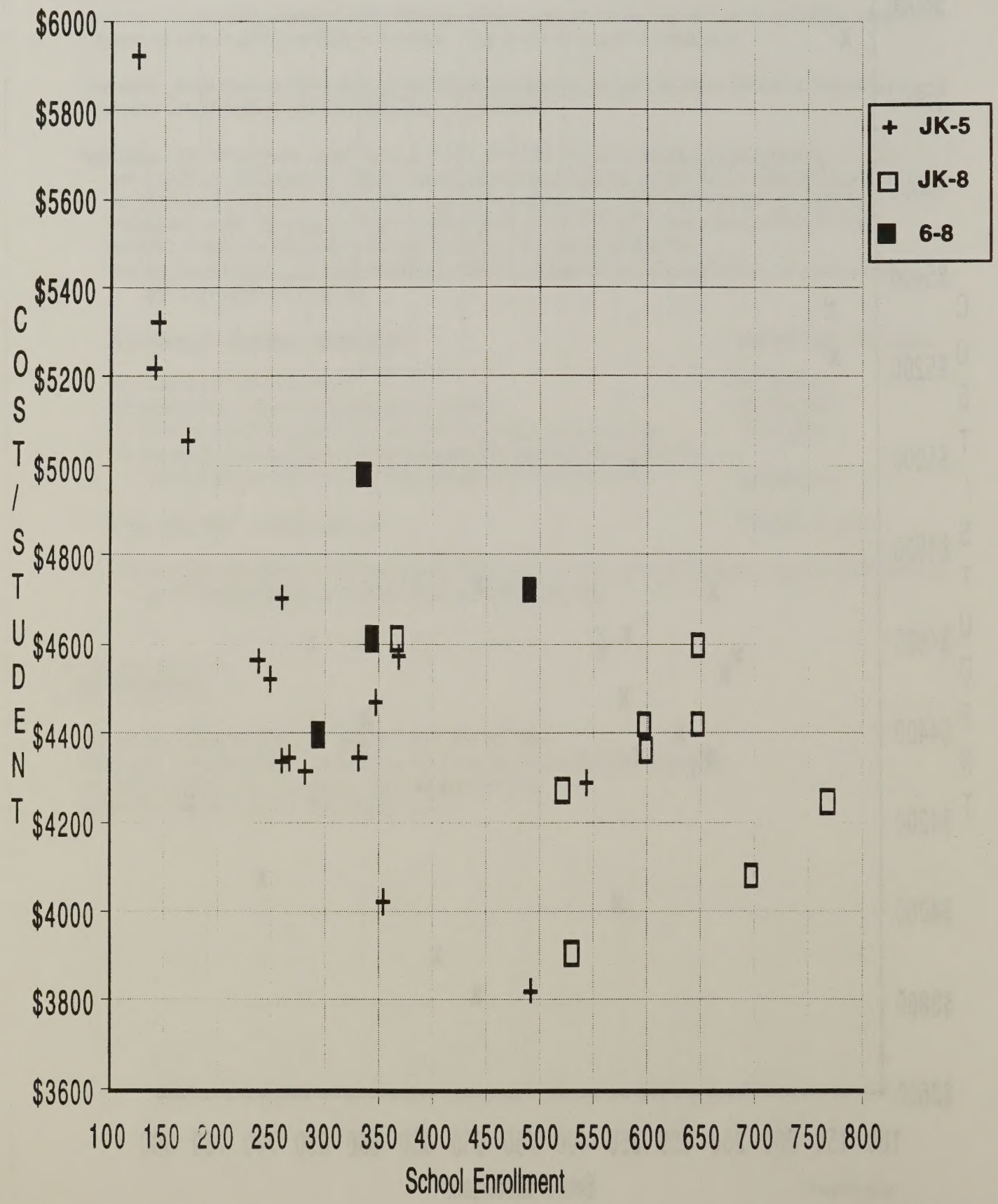
Appendix 1 Elementary-Cost/Student and School Size
Appendix 2 Comparison of Elementary Schools by Organizational Structure
Appendix 3 Secondary-Cost/Student and School Size
Appendix 4 Projected Enrolments to 2001

Elementary-Cost/Student and School Size

Appendix 1

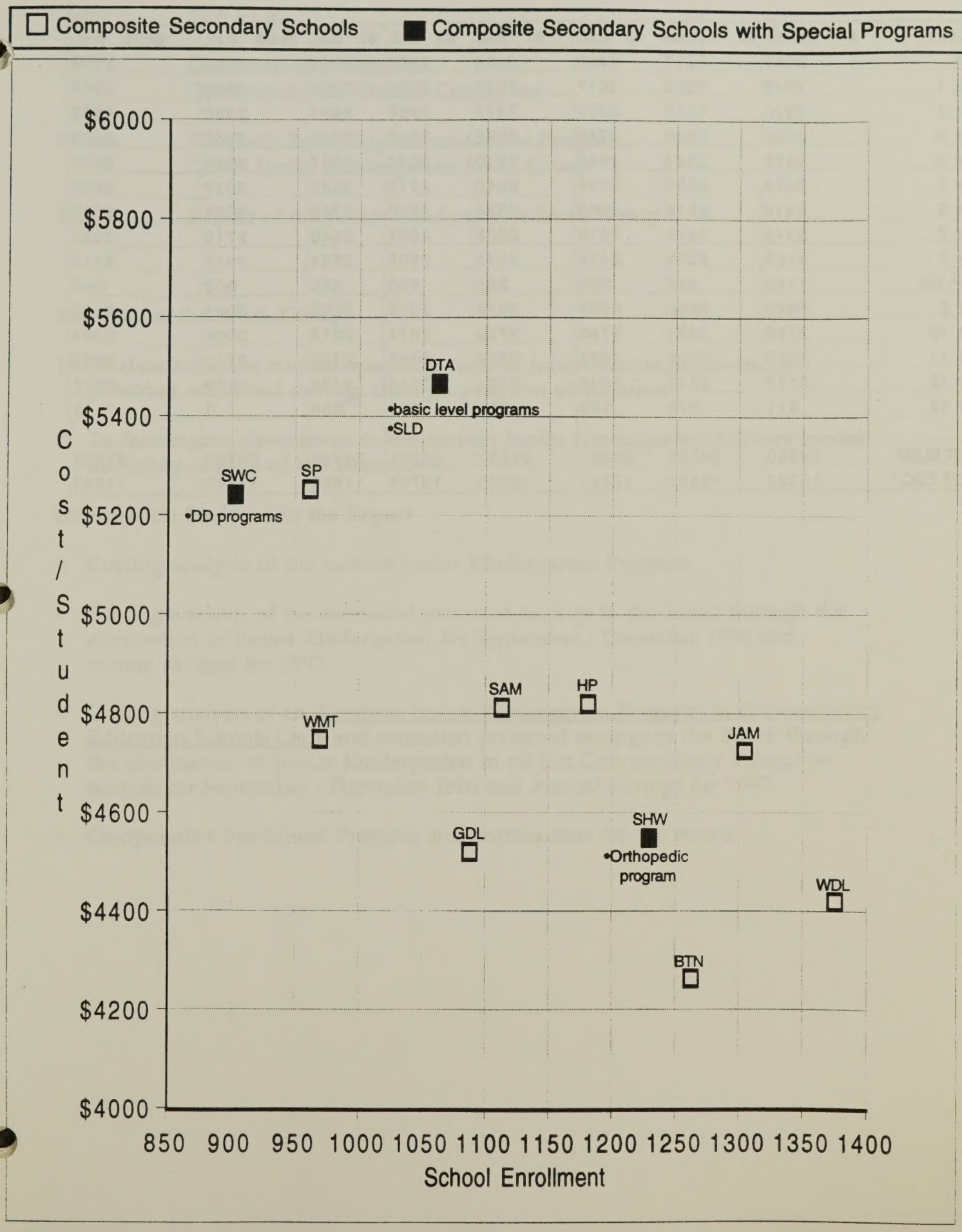


Comparison of Elementary Schools by Organizational Structure Appendix 2



Composite Secondary-cost/student and school size

Appendix 3



Projected Enrolments to 2001

Appendix 4

CITY	94 Actual	95 Actual	96 Est.	97 Est.	98 Est.	99 Est.	2000 Est.	2001 Est.
sk	2957	2917	2900	2900	2900	2900	2900	2900
gr 1	2843	3025	3017	2950	2950	2950	2950	2950
gr 2	2690	2710	3025	3017	2950	2950	2950	2950
gr 3	2686	2640	2710	3025	3017	2950	2950	2950
gr 4	2579	2594	2640	2710	3025	3017	2950	2950
gr 5	2478	2605	2594	2640	2710	3025	3017	2950
gr 6	2410	2516	2605	2594	2640	2710	3025	3017
gr 7	2348	2474	2516	2605	2594	2640	2710	3025
gr 8	2199	2359	2474	2516	2605	2594	2640	2710
SP. ED.	1160	928	900	900	900	900	900	900
gr 9	3649	3880	2859	2974	3016	3105	3094	3140
gr 10	2793	2831	3780	2759	2874	2916	3005	2994
gr 11	2857	2709	2661	3553	2593	2702	2741	2825
gr 12	3172	3243	2546	2501	3340	2438	2539	2577
gr 13	911	918	900	900	900	500	0	0
TOT ELEM	24350	24768	25381	25857	26291	26636	26992	27302
TOT SEC.*	13382	13581	12747	12688	12723	11660	11380	11535

THIS REPORT CONTAINS REVISED COSTING INFORMATION

Date: 1996 01 30

To: Chairman and Members
Operations and Finance Committee

From: Elizabeth Bond, Superintendent of Program
Chair: Junior Kindergarten Work Group

Re: **Report of the Junior Kindergarten Work Group**

Mandate of the Work Group:

1) To determine the current operating costs of Junior Kindergarten and the potential estimated savings through program elimination.

2) To investigate alternatives to the current Junior Kindergarten delivery model, including costing of the alternatives.

Information Enclosed in the Report

- Costing analysis of the current Junior Kindergarten Program

- Costing analysis of the estimated projected savings to the Board through the elimination of Junior Kindergarten for September - December 1996 and annual savings for 1997

- Costing analysis of an Alternate Junior Kindergarten Program in Compensatory Education Schools Only and estimated projected savings to the Board through the elimination of Junior Kindergarten in all but Compensatory Education Schools for September - December 1996 and Annual Savings for 1997

- Co-operative Pre-School Program and implications for the Board

REPORT OF
THE JUNIOR KINDERGARTEN WORK GROUP
Elimination of Junior Kindergarten

PROGRAM COSTING/POTENTIAL SAVINGS: ELIMINATION OF J.K. - 1243.5 FTE

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(61 FTE) delivering the program	$4,230,000	
	Teachers	(61 FTE) with the least seniority		$2,564,075
Note 2	**E.A.s**	(50 FTE) assigned to students in JK	$1,166,500	
	E.A.s	(50 FTE) with the least seniority		$1,123,000
Note 3	**Project Team Leader**	(25%)	$23,350	$0
	TRAVEL ALLOWANCE	(25%)	$300	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$2,500	$1,500
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks			
Note 4	Allocation per pupil JK-5		$165,600	$165,600
	TRANSPORTATION JK transportation cost is the cost per pupil x # of JK students		$117,600	$0
Note 5	Savings through program elimination			$23,350
	NUTRITION		$31,150	$31,150
	ADVERTISING		$4,000	$4,000
Note 6	**CARETAKING** Expenditures = 80 classrooms Savings = 59 classrooms		$233,400	$172,000
	Caretaking supplies		$15,000	$11,000
		TOTAL	**$5,989,400**	**$4,095,675**

Note 7	**Estimated One Time Severance Payout**	$140,000

REVENUES:

Note 8	**Total 1995 Grants**	**$5,800,000**
	Total 1996 Estimated Grants	**$4,048,800**
	Total 1997 Estimated Grants	**$1,738,300**

DIRECT COSTS TO THE BOARD (Expenditures - Revenues):

1995 - $5,989,400 - $5,800,000 =	**$189,400**
1996 Estimated - $5,989,400 - $4,048,800 =	**$1,940,600**
1997 Estimated - $5,989,400 - $1,738,300 =	**$4,251,100**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (Elimination of JK)		
	Potential Savings		$1,638,270
Note 8	Loss of Grant	(minus)	$695,300
	One Time Severance Pay Out	(minus)	$140,000
	Estimated Net Savings		**$802,970**
	1997 (Elimination of JK)		
	Potential Savings		$4,095,675
	Loss of Grant	(minus)	$1,738,300
	Estimated Net Savings		**$2,357,375**

REVISED PAGE 111

OTHER CONSIDERATIONS / NOTES OF INTEREST

The notes that appear below provide a detailed explanation for the calculations that appear in this report. **The calculations are based on 1243.5 FTE students (Sept. 1995) and the 1996 ceilings & preliminary factors.**

1/ The salaries and benefits paid to existing JK teachers (most/all of whom are CAT A4 with 11+ years experience - approx. $4.2 million) will not be the savings realized through the elimination of Junior Kindergarten. Rather, the savings realized will be the salaries & benefits paid to an equivalent number (61 FTE) of teachers with the least seniority (0-4 yrs. experience) approximately $2.5 million.

2/ Similar to the teacher reduction situation, if E.A.s are terminated it will be those with the least seniority/lowest salaries. Therefore, savings realized would not be equal to the salaries & benefits paid to E.A.'s assigned to students in JK. Rather, the savings realized will be the salaries & benefits paid to an equivalent number (50 FTE) of E.A.s with the least seniority, approximately $1.1 million.

3/ The responsibility for the Junior Kindergarten program constitutes 25% of the duties assigned to the Project Team Leader - Early Childhood Education. In the event that a decision were made to eliminate the Junior Kindergarten program, it would be the recommendation of the Superintendent of Program to retain the existing Project Team Leader position and re-assign responsibilities in Primary Education. As a result, a figure of $0 has been reported in the potential savings (annual). In the event that the position were not retained, the Project Team Leader would be entitled to be reassigned to a teaching position and under the conditions of the appointment to have her present salary red circled. In that case, the savings would be the salary of the least senior teacher or approximately $16,800 (Sept. - Dec.) or $42,200 annually.

4/ There is an annual per pupil allocation of $61.20 to each school to support the delivery of the JK program to students. This amount is supplemented in Compensatory Education schools by an additional per pupil grant of $9.95.

5/ Although the transportation cost (calculated as cost per day x # of JK students transported) is $117,615, cancellation of JK will not save that amount. Since JK students transported to school (AM) and home at the end of classes (PM) are disbursed among other students, cancellation of JK would not likely result in collapsing any runs nor eliminating any buses or vans. The savings that will result from the elimination of JK will be transportation expenditures related to the mid day runs (approximately $23,350).

6/ Since there are 21 situations in which schools operate a combined JK/SK class, the classroom will continue to be used for instructional purposes for the SK students, even if the JK Program is eliminated. Therefore, if a decision is made to eliminate JK, the savings indicated related to caretaking will not equal the present caretaking costs related to the delivery of the JK Program. Any potential savings that have been reported are based on the assumption that the classrooms presently used for JK will not be used for instruction in other programs.

7/ The Employment Standards Act will require payment of severance to the 20 F.T.E. permanent contract teachers who would be terminated as a result of the decision to eliminate JK. Although all E.A.s who would be terminated as a result of a decision to eliminate JK must receive "notice", since none of the 50 E.A.s who would be affected by such a decision have more than 5 years service with the Board, none would be entitled to severance.

8/ The grant calculations that appear in the report have used the 1995 Sept. enrolment numbers & the latest information from the Ministry of Education & Training related to JK funding for 1996 and 1997.

1995 Grant	$2,322.00 per pupil
	$4,640.00 per FTE
1996 Grant	$1,628.00 per pupil
	$3,256.00 per FTE
1997 Grant	$699.00 per pupil
	$1,398.00 FTE

Note: The above per pupil grants for junior kindergarten include not only the basic per pupil grant (ceiling) but also include board specific and program specific grants that are all based on total enrolment.

REPORT OF
THE JUNIOR KINDERGARTEN WORK GROUP
Junior Kindergarten in Compensatory Education Schools Only

PROGRAM COSTING/POTENTIAL SAVINGS: ELIMINATION IN ALL BUT COMPENSATORY EDUCATION SCHOOLS - 319.5 FTE

EXPENDITURES:

			Expenditures (Annual)	Potential Savings (Annual)
	SALARIES & BENEFITS			
Note 1	**Teachers**	(15 FTE) delivering the program	$1,040,160	
	Teachers	(46 FTE) with the least seniority		$1,870,410
Note 2	**E.A.s**	(15 FTE) assigned to students in JK	$349,950	
	E.A.s	(35 FTE) with the least seniority		$786,100
Note 3	**Project Team Leader**	(10%)	$9,340	$0
	TRAVEL ALLOWANCE	(10%)	$120	$0
	PERSONNEL TRAINING	- teachers & Project Team Leader	$1,370	$1,150
	SUPPLIES & SERVICES Instructional Supplies General Supplies Printing Repairs Textbooks			
Note 4	Allocation per pupil JK-5		$45,450	$120,150
Note 5	**TRANSPORTATION**		$0	$23,350
Note 6	**NUTRITION**		$8,850	$22,300
Note 7	**ADVERTISING**		$4,000	$0
Note 8	**CARETAKING** Expenditures - 13 classrooms Savings - 46 classrooms		$37,900	$134,230
	Caretaking supplies		$2,450	$8,625
		TOTAL	**$1,499,590**	**$2,966,315**

Note 9	**Estimated One Time Severance Payout**	$28,000

REVENUES:

Note 10	**Total 1995 Grants**	**$1,484,000**
	Total 1996 Estimated Grants	**$1,040,300**
	Total 1997 Estimated Grants	**$446,600**

DIRECT COSTS TO THE BOARD (EXPENDITURES - REVENUES):

1995 - $1,499,590 - $1,484,000 =	**$15,590**
1996 Estimated - $1,499,590 - $1,040,300 =	**$459,290**
1997 Estimated - $1,499,590 - $446,600 =	**$1,052,990**

ESTIMATED NET SAVINGS TO THE BOARD:

	Sept.-Dec. 1996 (JK - Compensatory Ed. only)		
	Potential Savings		$1,186,526
Note 10	Loss of Grant (924 FTE)	(minus)	$516,700
	One Time Severance Pay Out	(minus)	$28,000
	Estimated Net Savings		**$641,826**
	1997 (JK - Compensatory Ed. only)		
	Potential Savings		$2,966,315
	Loss of Grant (924 FTE)	(minus)	$1,291,760
	Estimated Net Savings		**$1,674,555**

OTHER CONSIDERATIONS/NOTES OF INTEREST (Compensatory Education Schools only)

The notes that appear below provide a detailed explanation for the calculations that appear in this report. **The calculations are based on 319.5 F.T.E. students (Sept. 1995) and the 1996 ceiling & preliminary factors.** For the purpose of this report, the current designation of Elementary schools as Compensatory Education schools has been used. The schools are:

Centennial	Dr. Davey	Gibson
Hess St.	Hillsdale	King George
Lloyd George	Parkdale	Prince of Wales
Queen Mary	Robert Land	Roxborough Park
Sanford Ave.	Stinson	

1/ The salaries and benefits paid to existing JK teachers will not be the savings realized through a reduction of the program. Rather the savings realized will be the salaries and benefits paid to an equivalent number (46 F.T.E.) of teachers with the least seniority, approximately $1.9 million.

2/ Similar to the teacher reduction situation, if E.A.'s are terminated it will be those with the least seniority/lowest salaries. Therefore, savings realized would not be equal to the salaries & benefits paid to E.A.'s assigned to student in JK.

3/ It is estimated that responsibility for a JK compensatory program would constitute 10% of the duties assigned to the Project Team Leader-Early Childhood Education. In the event that a decision was made to reduce the JK program to a Compensatory Program, it would be the recommendation of the Superintendent of Program to retain the existing Project Team Leader position and re-assign responsibilities in Primary Education. As a result the figure of $0 has been reported in the potential savings (annual).

4/ There is an annual per pupil allocation of $61.20 to each school to support the delivery of the JK program to students. The amount is supplemented in Compensatory Schools by an additional per pupil allocation of $9.95.

5/ There is no transportation provided to JK students in Compensatory schools. The savings reported reflect the total amount saved by the elimination of the mid-day runs as listed in the report on the elimination of JK.

6/ The nutrition allocation is based on an allotment of $215 per class, with an additional per pupil amount of $3.72 for children in Compensatory Schools.

7/ The Advertising budget includes notices for SK and French Immersion programs.

8/ Some JK classes operate in shared space. The amount given reflects costs for classrooms used only for JK.

9/ The Employment Standards Act will require payment of severance to the 4 F.T.E. permanent contract teachers who will be terminated as a result of a decision to reduce the JK Program to Compensatory Education Schools only. Although all E.A.s who would be terminated as a result of a decision to reduce JK must receive "notice", since none of the 35 E.A.s who would be affected by such a decision have more than 5 years service with the Board, none would be entitled to severance.

10/ The grant calculations that appear in the report have used the 1995 Sept. enrolment numbers & the latest information from the Ministry of Education & Training related to JK funding for 1996 and 1997.

1995 Grant	$2,322.00 per pupil
	$4,640.00 per FTE
1996 Grant	$1,628.00 per pupil
	$3,256.00 per FTE
1997 Grant	$699.00 per pupil
	$1,398.00 FTE

Note: The above per pupil grants for junior kindergarten include not only the basic per pupil grant (ceiling) but also include board specific and program specific grants that are all based on total enrolment.

REPORT OF
THE JUNIOR KINDERGARTEN WORK GROUP
Co-Operative Preschool Program

Co-operative Preschool Program (Day Nurseries Act)

A Co-operative preschool program is operated in accordance with the Day Nurseries Act rather than the Education Act. Accordingly, ***Early Childhood Education staff***, rather than teachers, are assisted by parents of the children in the preschool program. The ***ratio*** is one early childhood educator and two parent volunteer assistants per 24 children. Under the Day Nurseries legislation, parents may be considered as assistants if the co-op program is operated by a co-operative corporation.

Co-operative Preschool programs are not required to deliver the education ***curriculum*** offered in junior kindergarten programs since they are not operated under the Education Act and the Ministry of Education and Training.

The ***fees*** range between $6 to $8 per child per half day with a volunteer parent board responsible for the day-to-day administration. Since the current subsidies for child care are being phased out and will probably not be available for new programs, ***parents*** would be responsible for the ***full fee payment***. Because of flexible attendance options in this program (2 to 5 days per week), the weekly cost to parents could range from $16 to $40. Although a co-op preschool program provides the opportunity for universal access, in practicality, the ability to pay fees and the commitments of working parents may prevent some children from being able to be in a co-op preschool program.

There are currently several co-op preschool programs across the city, including two programs (Honey Bears and Mother Goose) operating in Hamilton Board of Education schools. If ***Umbrella Family and Child Centres of Hamilton*** were to consider expanding to operate co-op preschools, the Umbrella Board would have to create a new branch of the corporation under the Co-operative Corporations Act. Any programs operated by the Umbrella Board would comply with the ***Hamilton Board of Education Child Care Policy*** and Board approved ***Child Care Rental Policy*** (Appendices I & II). The Hamilton Board would provide the space and appropriate curriculum link-ups but the staff and delivery of the program would be the responsibility of the Umbrella Family and Child Centres of Hamilton, as is currently the case in the Honey Bears and Mother Goose Preschool Programs.

The Umbrella Family and Child Centres of Hamilton would have to consider how to obtain ***funds to cover the start-up costs*** for supplies and making arrangements for the acquisition of ***furniture and equipment*** (estimated at $1000 per child) through rental or purchase from the Hamilton Board.

Hamilton Board of Education
Child Care Policy
June 1994

MISSION STATEMENT FOR CHILD CARE

The Hamilton Board of Education supports the partnership between the Ministry of Education and the Ministry of Community and Social Services for the expansion of school-based child care programs.

The Hamilton Board of Education believes that the keys to quality child care are:

- consideration of the needs of children
- provision of services to encourage appropriate child development
- adequate funding

2 CHILD CARE POLICY

2.1 The Hamilton Board of Education endorses the value of child care in the school system and affirms its commitment to the delivery of a high-quality service, as stated in the shared philosophy statement of the Early Years/Child Care programs: "Children learn by doing, children learn by interacting, children learn at their own rate."[1] Child care centres will support families, will be compatible with school programs, and will endeavour to meet community needs.

2.2 The Child Care Policy and Operating Procedures will apply to all child care centres or programs that operate in Hamilton Board of Education facilities.

2.3 The Hamilton Board of Education will give priority to child care centres when assigning the use of available space where need is established and sufficient funding is available.

2.4 Each child care centre's program philosophy will be compatible with the Hamilton Board of Education's Beliefs and Mission statements.

2.5 New child care centres will be designed using the Ministry of Community and Social Services document, *Day Nursery Design Guidelines.*

2.6 Each child care centre housed in a Hamilton Board of Education facility will be operated by a non-profit corporation or organization.

2.7 All child care centres established after the adoption of this Child Care Policy will be operated by Umbrella Family and Child Centres of Hamilton.

2.8 Child care centres participating in curriculum link-ups will be charged up to 50 per cent of the rental, caretaking, utilities and cleaning costs.

2.9 Each child care centre will enter into a contractual agreement with the Hamilton Board of Education.

2.10 Each child care centre will be licensed under the Day Nurseries Act.

2.11 Each child care centre will establish and maintain a contract for purchase-of-service with the Hamilton-Wentworth Regional Social Services Department.

2.12 Each child care centre will establish an advisory committee of 5–7 members, at least three of whom are parents of children in the program (where this is feasible).

2.13 The Child Care Program Leader will be primarily responsible for the overall co-ordination of all school-based child care centres; will be a non-voting resource person to all child care centre advisory committees; will sit on the Umbrella Board; and will be a liaison between the child care centres, their operators and the Hamilton Board of Education.

2.14 The Hamilton Board of Education accepts no responsibility for any financial losses incurred by any child care centres or programs operating on Hamilton Board of Education premises.

2.15 Cleaning and caretaking services will be provided to child care centres according to the contractual agreement. Details of the contract which refer to cleaning and caretaking needs of centres will be reviewed annually by the Child Care Program Leader in conjunction with appropriate Plant and Finance Department personnel, and the Principals involved. This will ensure that all parties concerned are aware of the actual needs of the centres.

2.16 The Hamilton Board of Education will continue to endorse all child care centres located on its property providing they comply with this Child Care Policy.

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[1] *Getting It All Together*, Hamilton Board of Education

ROLE DESCRIPTION
CHILD CARE PROGRAM LEADER

The Child Care Program Leader:

- will be primarily responsible for the co-ordination of all school-based child care programs.
- will be responsible for implementation of the Child Care Policy of the Hamilton Board of Education.
- will be a liaison between the child care centres, the Umbrella Board and the Hamilton Board of Education.
- will be a resource person to each child care centre operating on Hamilton Board of Education premises
- will assist community groups and schools in needs assessments, waiting lists and procedures to establish child care programs.
- will liaise with government and community agency representatives on child care policies, regulations and grant applications.
- will work intensively with program supervisors and advisory committees for the start-up period and first year of operation.
- will assist with and monitor budgeting and grant management for the child care centres and their advisory committees.
- will be a non-voting member of each child care centre advisory committee and the Umbrella Board.
- will provide professional development and in-service activities for centre supervisors and employees of all centres and programs located in the Hamilton Board of Education facilities.
- will continue to focus on program as well as operational aspects of the centres.
- will represent and promote the Hamilton Board of Education's child care program in the community.
- will report to the Early Years Co-ordinator, Hamilton Board of Education.

ROLE OF THE SCHOOL PRINCIPAL IN THE PROVISION OF CHILD CARE

The Principal of a school with a Child Care Centre is a key person in the development of a positive relationship among school staff, the child care staff and the community. The Principal will support and encourage program co-ordination by:

- sitting as a non-voting resource person (or by appointing a designate) on the child care centre advisory committee.
  - organizing, in the fall of each year, a meeting for Child Care Centre and school staff to co-ordinate program planning and procedures for the coming school year. Where applicable issues to be discussed would include:
  - shared facilities (i.e., gym, playground)
  - scheduling of same
  - fire drills
  - use of public health nurse
  - morning/afternoon registration of Junior and Senior Kindergarten students
  - parking/drop-off
  - emergency evacuation
- organizing a meeting of kindergarten, child care, Family Studies and other appropriate school staff to promote both consistency and the sharing of information regarding children who attend both programs.
- assisting child care and school staff to co-schedule activities and share resources where appropriate and feasible.
- providing guidance to community/parent groups interested in the establishment of a child care centre in conjunction with Child Care Program Leader, and acting as a liaison with the community before child care centre staff are hired.
- being involved during the establishment and development of a child care centre and having on-going participation on Advisory Committee.
- promoting the child care centre through newsletters, joint open-house activities, etc.

TO: The Chairman and Members
Operations and Finance Committee

1995 12 12

FROM: P. Shewfelt,
Superintendent of Financial Services and Treasurer
D. Sage,
Manager, Property, Audit & Assessment

RE: **PHASE II OF THE RECIPROCAL RENTAL AGREEMENT BETWEEN THE CORPORATION OF THE CITY OF HAMILTON AND THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON, FOR THE USE OF RECREATIONAL FACILITIES - COMMUNITY USE OF SCHOOLS**

REPORT: **FOR DECISION**

BACKGROUND:

At a Special In-Camera Meeting of the Operations and Finance Committee 1995 10 19 a report was introduced on phase one of the reciprocal agreement between the City of Hamilton and the Board of Education. This report focused on the "Win Win" exchange of facilities for the purpose of balancing Culture and Recreation programs with that of the Board's Physical Education and Athletic programs. Trustees endorsed the direction being pursued and adopted the following recommendations:

1. That the trustees approve the reciprocal exchange between the Corporation for the City of Hamilton and the Board of Education for the City of Hamilton, for the use of recreational facilities.

2. That the trustees approve pursuing further negotiations with the City of Hamilton, regarding the expanded use of Board owned facilities and grounds.

3. That the Reciprocal Agreement, along with a re-drafted rental rate policy, be presented to Board for approval at the Operations and Finance committee meeting 1995 12 12.
(Note: The finalized draft will be presented to Board upon completion of all outstanding issues and amendments).

The City's Culture and Recreation Department has been in partnership with the Board providing program and facility access to community groups for thirty years. Administratively, the City processes requests through to the Board in order to secure a facility booking. The Board generates revenue by charging the City on a permit basis and the City imposes their own rate schedule on to the community group.

Since 1972 the Board's rental rate schedule has not been consistent with costs incurred to operate facilities. To address this issue a revised rental rate policy, adopted in December 1993, introduced a gradual matching of revenue to actual operating expenditures (Appendix A).

Given the pressures generated from government revenue reductions, City and Board staff revisited the administrative and cost structures that support the current user fee methodology. Together alternative solutions were pursued, attempting to ensure

- a "Win Win" situation
- focus on the taxpayer as beneficiary of cost containment strategy
- adequate level of service

ISSUE

To share with trustees a revised rental rate schedule and philosophy to be imposed on all groups using Board facilities.

Reciprocal Agreement for use of Recreational Facilities

RECOMMENDATIONS

1. That the policy of the Board dated 1995 06 13 (BU-2 Use of School Facilities - out of school hours) be revised to read: "It is the policy of the Board of Education for the City of Hamilton to make school buildings available to community organizations to the fullest extent possible within the established regulations made with due regard for the preservation of the educational program of the school and the protection and maintenance of the property. Rental rates shall be charged to ensure full reimbursement of the cost of the use of the building and/or grounds".

2. That the Rental Rates of School Facilities adopted 1993 12 07 be repealed.

3. That the revised rental rates for school facilities (Appendix B) be approved and applied consistently to all parties effective 1996 01 01.

4. That the revised rental rates for school facilities, supported by operating guidelines, be updated annually based on current year's approved budget and contractual obligations, for implementation September 1 of each year.

5. That expanded negotiations with the City continue with outcomes reported back to trustees for approval prior to any implementation.

RATIONALE

The Board of Education is absorbing approximately $70,000 per annum when renting one caretaker facilities to community groups via Culture and Recreation permits. This loss, combined with the subsidy that the City of Hamilton provides to youth groups, escalates to an annual estimated $100,000 cost to the Hamilton ratepayers.

Example:

Board

Board cost to operate one caretaker school per evening	$118	
Board revenue from City	($ 32)	
Board operating loss per one caretaker school per evening		$ 86

City

Board facility charge to the City	$ 32	
City's average charge to community group per evening	($ 18)	
City's average operating loss per evening		$ 14
Net Cost to the Hamilton Ratepayers per evening		$100

Note: The above example is based on a 3-hour rental period.

The operating costs for one caretaker schools are limited to caretaker overtime and variable costs. Since 95% of the cost is overtime, one alternative to reduce these operating costs is to move community groups to schools that operate a second caretaking shift.

Technically, all City permits issued to community groups can be accommodated in two caretaker schools. Although these schools are not geographically positioned to the satisfaction of all groups, the Board's operating costs would be significantly reduced as no overtime would be required. Community groups could be accommodated in these facilities with no increase in their fees and the Board could save the $70,000 annual loss.

Reciprocal Agreement for use of Recreational Facilities

On November 22, 1995 community groups were invited to a joint meeting with Board and City staff (Appendix C). Ten of the sixteen groups were represented at the meeting. The remaining six groups were all contacted. Although all groups were disappointed with the possibility of changing locations and possibly altering nights for their program, groups understood the need to reduce the high costs being absorbed by ratepayers of Hamilton. Groups were also appreciative of the initiative to share information and seek input prior to any decisions forthcoming.

Since that meeting, group leaders and staff are reviewing creative ways of facilitating the proposal should the recommendation be adopted. Ideas such as doubling up and altering times are suggestions being presented. Some groups have decided to re-schedule their activities in two caretaker schools while other groups are pursuing alternative accommodation i.e. churches.

The revised rental schedule provides for a simplified application of rates. These rates, if adopted, will be updated annually and implemented prior to the start of most community or group programs.

To accommodate the need to streamline structures and reduce administrative processes, combined with the elimination of the "Rental Clerk" position as a result of downsizing in Financial Services, operating guidelines have been developed. These guidelines, together with the adoption of revised rental rates, will produce a much more cost effective operation. The final stage will be to implement an on-line facilities booking system. This strategy is being pursued with the City to see if a joint venture is viable.

To: The Chairman and Members of
The Operations and Finance Committee
1993 12 07

From: Paul Shewfelt
Superintendent of Finance and Treasurer

Prepared By: Doug Kelterborn
Manager of Property and Insurance

Re: Rental Rates of School Facilities

Report: For Information/Decision

BACKGROUND:

At the April 1992 meeting of the Operations Management Committee and the Board the Report on the Rental Rates of School Facilities was received for information and the following recommendations approved:

That the Report be referred back to the Officials to develop new policies in terms of rental of Board Property taking into consideration the following:
- profit and non-profit organizations
- programs established by Hamilton Board of Education policy
- programs mandated by the Provincial Government
- the degree of alignment with or extension of a Hamilton Board of Education program
- the degree of compatibility/agreement with the Hamilton Board of Education Mission Statement

That the Report include a five-year plan that will produce rental rates on a cost recoverable basis, to be implemented on a graduated scale in order to allow groups an opportunity to adjust and that the rates be reviewed annually until the 5 year program reaches the approved rental rate.

The current policy: use of School Accommodation By the Community was approved by the Board in July 1972. Specific rental rates were not set out in the policy. Rate adjustments have been made in 1976 (Monday to Friday, Saturday, Sunday and Holidays) and in 1988 (Saturdays, Sundays and Holidays).

"It is the policy of the Board of Education for the City of Hamilton to make school buildings available to community organizations to the fullest extent possible within the established regulations made with due regard for the preservation of the educational programme of the school and the protection and maintenance of the property.

Various rental rates shall be charged to ensure adequate reimbursement of the cost of the use of the buildings." policy: July 1972

Our school facilities are rented to

a) Recreation Department - City of Hamilton - who then make the facilities available to a number of organizations - over 3,200 rentals in 1993.
b) Community Groups rent directly through the Board - 360 contracts issued in 1993.

ISSUE:

To determine the basis of rental rates for the use of school facilities.

RECOMMENDATIONS:

i) That the basis of rental rates for the Recreation Department and Community Groups be approved.
ii) That the proposed rental rates be received for information pending the outcome of the Workload Study.

RATIONALE:

i) Rental rates have been calculated to recover the cost of the use of the school facilities as per appendices A. B. and C.
ii) These rates will be implemented on a graduated scale over a five year period in order to allow renters an opportunity to adjust to the new rates.
iii) These rental rates have been determined without consideration for the Workload Study which may have an impact on these rental rates.
iv) There is a need to discuss these rates with the City of Hamilton prior to implementation.

<u>Methodology To Determine Rental Rates</u>

The proposed rental rates are based on the following methodology to recover the costs attributed to the use of the school facilities.

The rental rates have been determined in two parts: fixed and variable costs.

Fixed costs include heat. light. power, supplies and repairs on a square foot basis (converted to an hourly rate for City and Community Groups).

Variable costs are for caretaking, based on the time of day, or day of week for the rental which determines the hourly rate (ie. regular time, time and a half or double time).

The combination of the fixed and variable costs determines the total rental charge for each of the rentals.

For 1993, the elementary and secondary fixed costs are $1.64 and $2.01 per square foot respectively (Appendix D). To this amount, the variable costs for caretakers is added.

The fixed and variable costs have been converted into an hourly amount as rates are quoted in dollars per hour and in dollars per four hour periods to the renter.

Note: No administration or overhead costs have been included.

Appendix E outlines the Community Groups (other than groups renting through the Recreation Dept.) broken down into the type of organization and whether they are profit or non-profit. As can be seen from the list, the non-profit organizations far out weigh the profit making organizations.

The questions asked by trustees from the Operations Management Committee meeting of 1992-04-07 are reported in Appendix F.

APPENDICES:

A	Summary of Rental Rates - One Caretaker Elementary Schools
B	Summary of Rental Rates - Two Caretaker Elementary Schools
C	Summary of Rental Rates - Two Caretaker Secondary Schools
D	Fixed Costs Elementary and Secondary
E	Community Group Contracts Issued By Board
F	Questions and Answers From Operations Management Committee of 1992-04-07

Appendix A

SUMMARY OF RENTAL RATES - ONE CARETAKER ELEMENTARY SCHOOLS

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)				BOARD OF EDUCATION	
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS		COMMUNITY GROUPS	
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (3)	PROPOSED Rate (3)	PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings - Monday to Friday	$ 25 00	$123 00	N/A	N/A	$ 60 00	$123 00
Saturdays	$107 00	$123 00			$107 00	$123 00
Sundays and Holidays	$143 00	$159 00			$143 00	$159.00
Single Gym - Evenings - Monday to Friday	$ 32 00	$114 00	N/A	N/A	$ 55 00	$114 00
Saturdays	$107 00	$114 00			$107 00	$114.00
Sundays and Holidays	$143 00	$150.00			$143 00	$150.00
Double Gym - Evenings - Monday to Friday	$ 37 00	$121 00	N/A	N/A	$ 55.00	$121.00
Saturdays	$107 00	$121.00			$107.00	$121.00
Sundays and Holidays	$143.00	$157 00			$143 00	$157.00
Classrooms - Evenings - Monday to Friday	$ 32.00	$108 00			$107 00	$108 00
Saturdays	$107 00	$108 00			$107.00	$108 00
Sundays	$143 00	$144 00			$143 00	$144 00

NOTE

(1) Present Rate - Monday to Friday, Saturday Sunday and Holidays adjusted in 1976. Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime
(2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest $
(3) There are no one caretaker elementary schools with a recreation centre

Caretakers's Rate 4 Hour Period - Monday to Saturday $107 00
Sunday and Holidays $143 00

93-11-5

Appendix B

SUMMARY OF RENTAL RATES - TWO CARETAKER ELEMENTARY SCHOOLS

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)						BOARD OF EDUCATION	
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS				COMMUNITY GROUPS	
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)			PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium · Evenings, Monday to Friday	$ 25 00	$ 54 00	$ 25.00	$ 54.00			$40.00 - $80.00	$ 54 00
· Saturdays	$ 111.00	$ 128 00	$ 111 00	$ 128.00			$ 111.00	$ 128 00
· Sundays and Holidays	$ 148.00	$ 165.00	$ 148.00	$ 165.00			$ 148.00	$ 165.00
Single Gym · Evenings, Monday to Friday	$ 25 00	$ 44.00	$ 16 00	$ 44 00			$ 55 00	$ 44 00
· Saturdays	$ 111 00	$ 118.00	$ 18 00	Fixed Cost	$ 7.00	No Caretaker · Lock Off Gym	$ 111.00	$ 118 00
· Sundays and Holidays	$ 148.00	$ 156.00	$ 18.00	Fixed Cost	$ 7.00	No Caretaker · Lock Off Gym	$ 148.00	$ 156 00
Double Gym · Evenings, Monday to Friday	$ 30.00	$ 51.00	$ 21.00	$ 51 00			$ 55.00	$ 51.00
· Saturdays	$ 111.00	$ 125.00	$ 25.00	Fixed Cost	$ 14.00	No Caretaker · Lock Off Gym	$ 111.00	$ 125 00
· Sundays and Holidays	$ 148.00	$ 162.00	$ 25.00	Fixed Cost	$ 14.00	No Caretaker · Lock Off Gym	$ 148.00	$ 162 00
Classrooms · Evenings, Monday to Friday	$10.00	$ 38.00	$ 10.00	$ 38 00			$37.00	$ 38 00
· Saturdays	$111 00	$ 112 00	$ 111.00	$ 112 00			$111.00	$ 112 00
· Sundays and Holidays	$148.00	$ 149.00	$ 148.00	$ 149.00			$148 00	$ 149.00

NOTE.

(1) Present Rate · Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976, Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime

(2) Proposed Rate · methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest $.

Caretaker's Rate 4 Hour Period · Monday to Friday $ 37.00 (1/2 of total cost · caretaker on duty)

Saturday $111.00

Sunday and Holidays $148.00

93-11-05

SUMMARY OF RENTAL RATES - TWO CARETAKER SECONDARY SCHOOLS

Appendix C

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)						BOARD OF EDUCATION	
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS				COMMUNITY GROUPS	
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)			PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium · Evenings, Monday to Friday	$ 25.00	$ 61.00	$ 25.00	$ 61.00			$ 70.00	$ 61.00
· Saturdays	$ 111.00	$ 135.00	$ 111.00	$ 135.00			$ 111.00	$ 135.00
· Sundays and Holidays	$ 148.00	$ 172.00	$ 148.00	$ 172.00			$ 148.00	$ 172.00
Single Gym · Evenings, Monday to Friday	$ 20.00	$ 45.00	$ 16.00	$ 45.00			$ 67.50	$ 45.00
· Saturdays	$ 111.00	$ 119.00	$ 20.00	Fixed Cost	$ 8.00	No Caretaker - Lock Off Gym	$ 111.00	$ 119.00
· Sundays and Holidays	$ 148.00	$ 156.00	$ 20.00	Fixed Cost	$ 8.00	No Caretaker - Lock Off Gym	$ 148.00	$ 156.00
Double Gym · Evenings, Monday to Friday	$ 25.00	$ 53.00	$ 21.00	$ 53.00			$ 67.50	$ 53.00
· Saturdays	$ 111.00	$ 127.00	$ 25.00	Fixed Cost	$ 16.00	No Caretaker - Lock Off Gym	$ 111.00	$ 127.00
· Sundays and Holidays	$ 148.00	$ 165.00	$ 25.00	Fixed Cost	$ 16.00	No Caretaker - Lock Off Gym	$ 148.00	$ 165.00
Classrooms · Evenings, Monday to Friday	$10.00	$ 39.00	$ 10.00	$ 39.00			$37.00	$ 37.00
· Saturdays	$111.00	$ 113.00	$ 111.00	$ 113.00			$111.00	$ 113.00
· Sundays and Holidays	$148.00	$ 150.00	$ 148.00	$ 150.00			$148.00	$ 150.00

NOTE:

(1) Present Rate · Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976; Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime.

(2) Proposed Rate · methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest $.

93-11-05

COST PER SQUARE FOOT BASED ON 1982 BUDGET ESTIMATES	TOTAL ELEMENTARY & T.R.	All One Caretaker SCHOOLS	All Two Caretaker SCHOOLS
ENERGY:			
HYDRO	1,390,440	956,205	434,235
FUEL OIL	3,000	2,067	933
NATURAL GAS	1,048,428	722,514	325,914
SUBTOTAL ENERGY	2,441,868	1,682,790	759,078
OTHER:			
WATER AND SEWAGE	265,725	183,122	82,603
LANDSCAPING/GROUNDS	107,000	73,738	33,262
GARBAGE COLLECTION	192,350	132,556	59,794
PEST CONTROL	7,000	4,824	2,176
SNOW REMOVAL	48,650	33,527	15,123
WINDOW CLEANING	16,400	11,302	5,098
REPAIRS --FURN & EQUIP	8,650	5,961	2,689
CARETAKING SUPPLIES	263,693	181,722	81,971
TEMP ASSISTANCE-INV	18,667	12,860	5,807
SUBTOTAL OTHER	928,129	639,611	288,518
REPAIRS BLDGS/GROUNDS:	1,905,600	1,313,226	592,374
SALARIES AND BENEFITS:			
SUPERV/TECH/SPECIALIZED	9,129,233		
TEMP ASSISTANCE	18,000		
EMPL BENEFITS (13.59%)	1,243,109		
	10,390,342		
TOTAL	15,665,939	3,635,628	1,639,969
0 % OVERHEAD (ADMIN. INSURANCE, ETC)	0	0	0
		0	0
G R A N D T O T A L	15,665,939	3,635,628	1,639,969
TOTAL SQUARE FEET	3,222,724	2,220,910	1,001,814
COST PER SQ FOOT (INCL SALARIES)	$4.861		
COST PER SQ FOOT (NOT INCL SALARIES)		$1.637	$1.637

ADULT SPORTS GROUPS (NON PROFIT)

Adventures in Friendship, Around the Bay Road Race, Burlington Modellers, East Mountain Baseball, Hamilton Area Women's Volleyball League, Hamilton Express Volleyball, Hamilton Seekers Volleyball, LIUNA, Ontario Table Tennis Association, Steel City Wheelers.

YOUTH SPORTS GROUPS - (NON PROFIT)

712 Squadron Air Cadets, Hamilton Sparta, Harry's Basketball, Sue Halbfleish, Korean Culture Association of Canada, LIUNA.

MEETINGS - (NON PROFIT)

Applegrove Co-Operative Homes, Association for Bright Children, 90 Duke Street Tenants Association, Durant Neighbourhood Association, East Brow Co-Op Apartments, Women's Community Co-Op.

EDUCATIONAL GROUPS - (NON PROFIT)

Associates of Professional Engineers of Ontario, Brock University, Conservatory for Musical Studies, Refrigeration Engineers Society, Royal Conservatory of Music, McMaster University, University of Toronto, University of Waterloo

RELIGIOUS GROUPS - (NON PROFIT)

Bethel Gospel Tabernacle, Buchanan Park Free Methodist Church, Christadelphians, Church of Jesus Christ of Latter-Day Saints, Crossfire Assembly, First Church of Christ Scientists, Free Reformed Church of Ancaster, Hamilton Christian Fellowship, Holy Spirit Ukrainian Catholic Church, Living Hope Christian Assembly, New Apostolic Church, Philpott Memorial Church

CONDOMINIUM CORPORATIONS (COMMERCIAL) - PROFIT

Accurel Management, Filagree Management Limited, Lounsbury Management, Property Management Guild, Royal Management Service, Wentworth Condominium Corporation

PRESCHOOLS

Honey Bears Co-Op Nursery School, Mother Goose Co-Operative Preschool Inc.,

POLITICAL PARTIES - (NON PROFIT)

Hamilton East Federal Association, Reform Party of Canada, Hamilton West Provincial Progressive Conservative Association.

Appendix F

Questions and Answers - from Operations Management Committee Meeting of 1992-04-07

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1 a/ *First Base Program* - (YMCA and YWCA) was not addressed in the report 1992-04-07 and since the programs run from approximately 7 a.m. - 9 a.m. and 4 p.m. - 6 p.m. for school ages students using mainly the gyms of schools with some shared classroom space which are cleaned only during the normal cleaning schedule. Under these present circumstances no rental fee is recommended. The usage of our facilities by the First Base Programs will be reviewed annually to determine any costs to be recovered by the Board.

1b/ **Hess Street School** - housed a dental clinic operated by Social Services which is no longer in operation.

1c/ **Community Policing** - using space in schools as an office available 24 hours per day. Schools: Stinson, Scott Park, Sir Winston Churchill. Meetings are taking place regarding the terms and conditions of a contract between the Board and the Police.

1d/ **Rygiel Home** - Located in Fairview school - use two rooms and presently are charged $14.00 per week per classroom x 51 weeks = $1,428.00 per year. The rental rates will be adjusted to reflect their share of the cost of operating Fairview School.

1e/ **Section 27** - Ministry of Education

Woodview Children's Centre - Westdale - 1 classroom $14.00 per week per classroom x 40 weeks = $560.00

- Costing methodology = Option One - $2,244
  Option Two - $1,664
  Option Three - $1,579

Woodview Children's Centre - Delta - 2 classrooms $14.00 per week per classroom x 40 weeks = $1120.00

- Costing methodology = Option One - $7,583
  Option Two - $5,169
  Option Three - $4,956

Lynwood Hall - Queen Mary - 1 classroom $14.00 per week per classroom x 40 weeks = $560.00

- Costing methodology = Option One - $2,592
  Option Two - $1,866
  Option Three - $1,624

Option 1, 2, and 3 - details are covered in the Child Care Centres Rental Rate report.

1f/ **Child Care Centres** - Non-profit organizations not taxable.

1g/ **Market - Commerical** - Cost per square foot ranges $4.50 per square foot to $6.50 per square foot plus utilities and custodial services.

1h/ **All groups the same rate** - Rental groups have been broken out into profit and non-profit (see Appendix E).

SUMMARY OF RENTAL RATES FOR COMMUNITY USE OF SCHOOLS

Facility	ELEMENTARY ONE CARETAKER SCHOOLS (note 1)			ELEMENTARY TWO CARETAKER SCHOOLS (note 2)			SECONDARY SCHOOLS (except Sir J. A. Macdonald, note 5) (note 2)		
	Weekday Charge	Saturday Charge	Sunday Charge	Weekday Charge	Saturday Charge	Sunday Charge	Weekday Charge	Saturday Charge	Sunday Charge
Auditorium	$135	$135	$172	$62	$135	$172	$96	$156	$194
Single Gym	$118	$118	$155	$40	$118	$155	$57	$131	$168
Double Gym	$124	$124	$161	$50	$124	$161	$67	$141	$178
Classroom	$112	$112	$149	$38	$112	$149	$38	$113	$150
Cafeteria	N/A	N/A	N/A	N/A	N/A	N/A	$57	$131	$168

Notes:

1) For one caretaker elementary schools, charge is for a 3 hour rental + 1 hour additional caretaking per contract.
2) For two caretaker elementary and secondary schools, weekday charge is for a 4 hour rental,, weekend charge is for a 3 hour rental + 1 hour additional caretaking per contract.

3) Community Groups will be charged an hourly rate for use of facilities beyond the above time periods. Hourly rate will consist of caretaking and variable costs per hour.

4) These rates will be updated September 1st of each year to reflect the current years approved budget and contractual obligations.

5) Charges for the rental of Sir John A. Macdonald Auditorium are as follows:
Weekdays $150; Saturday $200; Sunday $235
These higher rates reflect the use of a stage technician who is on staff at SJAM.

6) Commercial Groups will be charged approximately three time the rate charged to community groups.

1996 03 21

MEMO TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Stew Thompson, Assistant Superintendent of Schools

RE: Final Report of the Transportation (Special Education) Working Group

REPORT CLASSIFICATION: For Information

Background:

The Transportation Working Group was formed as part of Senior Management's Resource Management Strategy to determine the feasibility of reducing transportation costs by:

- reducing the number of self-contained special education classes.
- returning the students to their home school.
- allocating current "self-contained class" staff to schools to support the implementation of a *Learning Centre/Self-Contained Class Model* to meet the special education needs of students.
- examining other aspects of the transportation budget in order to determine areas for potential reduction.

The committee reviewed current transportation costs related to the delivery of special education programs reflecting current Board practices. The committee also reviewed current Board and Ministry policies and regulations including the ***Identification, Placement and Review Committee Process***, the Board's ***Multi-Year Plan of Special Education Programs and Services (1982),*** reviews of the multi-year plan, and the ***Special Education Action Team Report (1992).*** (See Appendix I)

In reviewing all self-contained programs, there are groups of exceptional students for whom transportation could not be reduced or eliminated. These students include those with physical disabilities, autism, multiple disabilities, developmental disabilities, deafness and some behavioural disabilities. **These groups who represent approximately 13% of the total exceptional population will require transportation for accommodation and/or programming that is not possible to provide at each home school at this time.**

The committee investigated:

1. The feasibility of providing special education programming in the home school for groups of students identified with General Learning Disabilities, Specific Learning Disabilities, Speech and Language Disabilities, Gifted and Behavioural Exceptionalities. Delivering programs at the home school for these groups of students would eliminate transportation costs. These students represent 87% of the total exceptional population. (See Appendix II)
2. Reducing transportation costs associated with the delivery of ESL programs, school trips (swimming, roller skating, bowling, etc.), alternate care for special education students, design & technology/family studies programs, noon-hour runs for junior and senior kindergarten programs (14 schools), as well as current operating procedures which incur additional costs within existing practices. (See Appendix III)
3. Savings which would result if changes were made to the walking distance contained in our current transportation policy to align with the minimum distance requirements of the Ministry of Education and Training. (See Appendix IV).

Issue:

To share with the trustees the financial implication with respect to possible changes (see 1-3 above) to our current special education and transportation practices.

Recommendation:

1. That this report be received for information.

Rationale:

1. The needs of these groups of exceptional students can be met in their neighbourhood schools through the implementation of a *Learning Centre/Self-Contained Class Model* of program delivery utilizing existing self-contained resources.
2. Through modifications to existing practices, additional transportation savings can be realized while maintaining a reasonable level of transportation services for students.
3. Safety concerns and consistency of practice with co-terminus Boards were major factors in reaching the conclusion that no changes be made to walking distances contained in our current policy.

Conclusions:

1. (a) Exceptional students currently in self-contained General Learning Disabilities, Specific Learning Disabilities, Speech and Language, Gifted and Behavioural Exceptionalities classes be returned to their home school (effective September, 1996).
   (b) Current self-contained resources (staff/materials) for those classes be re-allocated to home schools according to a needs-based formulae. (effective September, 1996).
   (c) A *Learning Centre/Self-Contained Class Model* be developed to meet the needs of the exceptional population in each home school. (Implementation effective September, 1996).
   (d) A system in-service program building on the current pilot *Learning Centre/Self-Contained Class Model* be provided immediately utilizing existing resources.
   (e) In recognition that this model may not meet the special needs of every exceptional student within these categories, up to 10% of existing resources be allocated to maintain system self-contained classes including transportation as required. It is understood that this arrangement will be subject to budget review.

2. (a) **ESL**
   The Program Department is currently reviewing ESL program delivery to fully maximize Ministry funding for September, 1996. As a result, a significant proportion of the current transportation costs (up to 75%) may be eliminated through the allocation of additional resources to schools. No further action be taken pending the results of the review.
   (b) **Swimming/Roller Skating/Bowling**
   Swimming programs should continue to be funded where grant recovery is possible, but that funding for other trips should become the responsibility of the school. The severe needs of specific groups of students however, (e.g. wheelchair) will continue to be funded with the approval of the superintendent of schools. (Effective September, 1996).
   (c) **Alternate Care**
   The current practice of providing transportation of self-contained students to an alternate foster care address should be continued only if additional costs are not incurred. Where costs are greater than would be incurred by normal school to home transportation, the additional costs should become the responsibility of the parent/guardian/agency. (Effective September, 1996).
   (d) **Design & Technology/Family Studies**
   Students in the four schools where facilities are not available for the delivery of the program should access the program in the nearest middle school within walking distance of the home school. (Effective September, 1996).
   (e) **Junior/Senior Kindergarten Noon Runs**
   Alternatives should be explored (e.g. alternative full-day programs) to reduce transportation costs currently incurred in 14 schools. (Effective September, 1996).

3. **Walking Distance Policy Change**
   Savings which would result in extending the current distances in the Board's Transportation Policy may result in increased safety concerns and inconsistency of practice with co-terminus Boards.

Total Reduction Potential

(Based on current student population and grant application formulae)

Sept. - Dec. 1996	$ 618,530
Jan. - Dec. 1997	$1,451,347

Appendices:

Appendix I	Board/Ministry Philosophy and Direction
Appendix II	Transportation Statistical Analysis (Self-Contained Classes)
Appendix III	Transportation Statistical Analysis (ESL/Trips/Alternate Care/Design & Technology and Family Studies/ Junior & Senior Kindergarten noon hour runs)
Appendix IV	Walking Distance Policy Change

Transportation Working Group Membership

Judith Bishop	*Trustee*, Hamilton Board of Education
Chas Boecker	*Principal*, Roxborough Park School
Gail Christmas	*Manager*, Transportation Department
Eileen Collins	*Principal*, Huntington Park School
Eric Hipkiss	*Principal*, Sanford Ave. School
Frank Kovacs	*Principal*, Franklin Road School
Bruce Mair	*Principal*, Sir Isaac Brock School
Ted Ophoven	*Principal*, Queen Mary School
Stew Thompson	*Assistant Superintendent of Schools* ***(Chair)***
Janice Tomlinson	*Supervisor*, Special Education, Program Department

Appendix I

Board/Ministry Philosophy & Direction

The Multi-Year Plan of Special Education Programs and Services for the Board of Education for the City of Hamilton (1982) states:

"...the Board of Education for the City of Hamilton:

1) *Reaffirms its commitment to a delivery of special education services model which attempts to provide a continuum of intervention strategies dependent upon the degree of disability or exceptionality of each pupil within its jurisdiction.*
2) *Will continue to provide a range of appropriate special education programs and services from assistance within the regular classroom setting to placement in segregated special education facilities.*
3) *Will continue to provide highly qualified and competent personnel, including those with special education qualifications, as teachers, resource persons and administrators."*

In 1992, after a comprehensive survey of all stakeholders, an *Action Team Report* was passed by the Board. The report included a number of recommendations for Special Education. The first three recommendations were:

1) *"The needs of all students including exceptional students should be met wherever possible in their neighbourhood school.*
2) *Resources to support program delivery to all students including exceptional students must continue to be applied at the school and within the classroom.*
3) *It is essential that a range of programs be provided given the unique and varying needs of the student population."*

In 1995, the Ministry of Education and Training developed draft revisions to Regulation 305 which stated that:

"The Identification, Placement and Review Committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services would meet the pupil's needs and is consistent with parental preferences.

If the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with the preferences mentioned above, the committee shall decide in favour of placement in a regular class."

Identification, Placement & Review Committee Process

The Identification, Placement and Review Committee process {R.S.O. 1995, Reg. 305:2(1)} determines the identification and placement of exceptional students. Both identification and placement are reviewed yearly, at the Annual Review, as part of the IP&RC process. Students who are currently in self-contained placements have been deemed, through their last Annual Review, to require a self-contained placement. No changes in placement (i.e. regular class or self-contained class) may be made without an Annual Review.

Appendix II

Transportation Statistical Analysis

Self-Contained Classes

	Van/Taxi		Public Transit		Grand Total	
Self-Contained Classes	**Number of Students**	**Maximum Savings**	**Number of Students**	**Maximum Savings**	**Number of Students**	**Maximum Savings**
GLD	101	$245,698	16	$ 5,624	117	$251,322
SLD	161	$371,657	32	$11,248	193	$382,905
Speech/Lang.	101	$204,722	5	$ 1,758	106	$206,480
Gifted (Elem)	82	$204,507	98	$34,447	180	$238,954
Gifted (Sec.)	0	$0	67	$23,551	67	$ 23,551
B.E.	52	$145,714	16	$ 5,624	68	$151,338
Total	497	$1,172,299	234	$82,251	731	$1,254,550

Note: (1) Statistics based on January, 1996 enrolment. (2) Savings do not include adjustments for grants.

Conclusions:

(a) Exceptional students in self-contained General Learning Disabilities, Specific Learning Disabilities, Speech and Language, Gifted and Behavior Exceptionalities classes be returned to their home school. (Effective, September, 1996).

(b) Current self-contained resources (staff & materials) for those classes be re-allocated to home schools according to a needs-based formulae. (Effective September, 1996).

(c) A *Learning Centre/Self-Contained Class Model* be developed to meet the needs of the exceptional population in each home school. (Effective September, 1996).

(d) A system in-service program building on the current pilot *Learning Centre/Self-Contained Class Model* be provided immediately utilizing existing resources.

(e) In recognition that this model may not meet the special needs of every exceptional student within these categories, up to 10% of existing resources be allocated to maintain system self-contained classes including transportation as required. It is understood that this arrangement will be subject to budget review.

Reduction Potential Summary

Sept. - Dec. 1996	**$ 437,700**	**$ 376,478 (after grant adjustment)**
Jan. - Dec. 1997	**$1,254,550**	**$1,018,118 (after grant adjustment)**

Appendix III

Transportation Statistical Analysis

ESL Programs

Van/Taxi			Public Transit		Grand Total	
Group	Number of Students	Maximum Savings	Number of Students	Maximum Savings	Number of Students	Maximum Savings
ESL (Elem)	65	$137,085	2	$ 703	67	$137,788
ESL (Sec.)	0	$0	112	$39,368	112	$ 39,368
Total	65	$137,085	114	$40,071	179	$177,156

Conclusion:

The Program Department is currently reviewing ESL program delivery to fully maximize Ministry funding for September, 1996. As a result, a significant proportion of the current transportation costs (up to 75%) may be eliminated through the allocation of additional resources to schools. No further action is to be taken pending the results of the review.

Reduction Potential Summary

Sept. - Dec. 1996	**$ 78,401**
Jan. - Dec. 1997	**$177,156**

Swimming, Roller Skating, Bowling, Other School Trips

Where a class of students attends these programs more than 15 times a year, application is made by the Transportation Department to the Ministry for grant recovery for transportation expenditures.

Conclusion:

Regularly scheduled swimming programs should continue to be funded where grant recovery is possible, but funding for other occasional trips should become the responsibility of the school. The severe needs of specific groups of students however, (e.g. wheelchair) will continue to be funded with the approval of the superintendent of schools. (Effective September, 1996)

Reduction Potential Summary

Sept. - Dec. 1996	**$35,335**
Jan. - Dec. 1997	**$88,337**

Alternate Care

Transportation is provided for special education students to an alternate foster care address at a cost of approximately $7,000 a year.

Conclusion:

The current practice of providing transportation of self-contained students to an alternate foster care address should be continued only if additional costs are not incurred. Where costs are greater than would be incurred by normal school to home transportation, the additional costs should become the responsibility of the parent/guardian/agency. (Effective September, 1996).

Reduction Potential Summary	
Sept. - Dec. 1996	**$2,800**
Jan. - Dec. 1997	**$7,000**

Design & Technology and Family Studies

Because facilities are not available in four schools, students are transported to other middle schools to access the program:

Adelaide Hoodless to Prince of Wales and Memorial
Hess Street to Tweedsmuir
Strathcona to Tweedsmuir
ACES to Tweedsmuir

Conclusions:

1. Students in the four schools where facilities are not available for the delivery of these programs should access the program in the nearest middle school within walking distance of the home school. (Effective September, 1996)
2. This issue should be referred to the ***Consolidation of Schools Working Group.***

Reduction Potential Summary	
Sept. - Dec. 1996	**$ 7,894**
Jan. - Dec. 1997	**$19,736**

Junior and Senior Kindergarten Noon-Hour Runs

Currently the transportation of JK/SK students at noon hour occurs in 14 schools (in accordance with distances in the Transportation Policy) at an annual cost of $144,000.

Conclusion:

Alternatives should be explored (e.g. alternate full-day programs) to reduce transportation costs currently incurred in the 14 schools. (Effective September, 1996)

Reduction Potential Summary	
Sept. - Dec. 1996	**$ 56,400**
Jan. - Dec. 1997	**$141,000**

Appendix IV

Walking Distance Policy Change

The distances in the Board's Transportation Policy are less than those mandated for the various age groups by the Ministry of Education and Training:

HBE Policy Distances		Ministry of Education Distances
Junior Schools	1.6 km	1.6 km if under 7 years of age
Middle Schools	2.4 km	3.2 km if 7 years of age and under 10
Secondary Schools	3.2 km	4.8 km if 10 years of age or older

An initial review of potential reduction of home to school transportation costs by changing walking distance to 3.2 km for Junior and Middle schools indicates that a reduction of approximately 20% may be possible. However, in the shared busing environment, one bus must be removed from the routes in order to achieve a $110 per day cost saving. A reduction of 20% of the runs will not necessarily equal a reduction of 20% of the budget. (Potential savings estimated at $100,000 - $150,000 annually.)

An initial review of potential reduction of home to school public transit transportation costs by changing walking distance to 4-8 for Secondary Schools indicates that a reduction of approximately 30% may be possible. (Potential savings estimated at $110,000 annually).

Conclusion:

Savings which would result in extending current distances in the Board's Transportation Policy may result in increased safety concerns for students and inconsistency of practice with co-terminus Boards.

ADULT AND CONTINUING EDUCATION

1995

EVENING SCHOOL

Program	1994 Program/ Locations	1994 No. of Students	1994 Expenses	1994 Revenue /Grants	1995 Program/ Locations	1995 No. of Students	1995 Expenses	1995 Revenue /Grant
CREDIT	- Scott Park - Delta (1 mo.) - Westdale - Westmount	February '94 1248 September '94 860	Salary 310,083.00 Supplies/Services 10,341.00 320,424.00 Surplus/Deficit	336,270.00 + 15,847.00	Scott Park Westdale Westmount Briarwood	Feb. '95 1268 Sept.. '95 1150	Salary 314,441.00 Supplies/Services 3,520.00 317,981.00 Surplus/Deficit	343,719.00 + 25,738.00
GENERAL INTERPRST	- Barton - Westdale - Westmount	February '94 625 October '94 675	Salary 58,650.00 Supplies/Services 6,648.00 65,298.00 Surplus/Deficit	70,767.00 + 5,469.00	Barton Westdale Westmount Briarwood	Feb. '95 643 Oct. '95 964	Salaries 57,819.00 Supplies/Services 2,515.00 60,334.00 Surplus/Deficit	81,921.00 + 21,587.00
ESL	Evening School Westdale Barton	February '94 40 October '94 62	Salary 13,548.00 Supplies/Services 929.00 14,477.00 Surplus/Deficit	20,607.00 + 6,130.00	Evening School Westdale Barton	Feb. '95 50 Oct. '95 53	Salaries 15,429.00 Supplies/Services 160.00 15,589.00 Surplus/Deficit	37,037.00 + 21,448.00
ABE	*Evening School* *Westdale*	*February '94* *40* *September '94* *20*	*Salary 6,473.00* *Supplies/Services 125.00* *7,098.00* *Surplus/Deficit*	*7,098.00* *0*	*Evening School* *Westdale* *Briarwood*	*Feb. '95* *36* *Oct. '95* *36*	*Salaries 6,583.00* *Supplies/Services 662.00* *7,245.00* *Surplus/Deficit*	*7,245.00* *0*
ADMIN	E/S Admin.		Salaries: Day Princ. 2,619.00 Supervisors 31,731.00 Registration 5,755.00 Secretaries 19,641.00 Shop Asst's 16,626.00 75,580.00	0 (- 75,580.00)	F/S Admin.		Salaries: Day Prin. 2,168.00 Supervisors 27,694.00 Secretaries 16,066.00 Shop Asst's 14,045.00 59,973.00	0 (-59,973.00)
							Summary: (excl. ABE) Revenue 462,677.00 Exp (less Admin) - 393,904.00 68,773.00 Admin. 59,973.00 Surplus + 8,800.00	

*counted in ABE summary

SUMMER SCHOOL - CREDIT

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
SJAM SCOTT PARK	1905	Salary 215,399.00 Supplies/Services 6,461.00 221,860.00 Surplus/Deficit	259,183.00 + 37,323.00	SJAM SHERWOOD	1569	Salary 184,016.00 Supplies/Services 4,195.00 188,211.00 Surplus/Deficit	246,142.00* + 57,931.00
ESL - Credit (SJAM)	1734	Salary (Teachers) 10,969.00 Supplies/Services 48.00 11,017.00 Surplus/Deficit	17,085.00 + 6,068.00	ESL - Credit SJAM	110	Salary 14,531.00 Supplies/Services 0 14,531.00	21,848.00 + 7,317.00
S/S Admin.		Salary Co-Principals 19,946.00 Coordinators 11,575.00 Guid. Couns. 2,104.00 Secretarial 12,179.00 Monitors 7,165.00 52,969.00	0 (- 52,969.00)	S/S Admin.		Salary Co-Principal 19,946.00 Co-ordinators 0 Guid. Coun. 2,104.00 Secretaries 5,274.00 Monitors 3,146.00 30,470.00	0 (- 30,470.00)

* Grant = 242,876.00
Tuition = 3,086.00
Texts/Disks = 180.00
246,142.00

Total Surplus: $34,778.00

INDEPENDENT STUDY

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
BRIARWOOD ADULT CENTRE							
Independent Study	869	Salary 52,637.00 Supplies/Services 1,975.00 54,612.00	33,787.00		Jan - June 180	Salary 23,138.00 Supplies/Services 0 23,138.00	9,570.00
		Surplus/Deficit	(-20,825.00)			Surplus/Deficit	(-13,568.00)
MARTY KARL ADULT CENTRE							
Independent Study	296	Salary 19,182.00 Supplies/Services 1,025.00 20,207.00	14,562.00		Jan - June 37	Salary 4,943.00 Supplies/Services 0 4,943.00	2,821.00
		Surplus/Deficit	(- 5,645.00)			Surplis/Deficit	(- 2,122.00)

Independent Study Program at Briarwood and Marty Karl was cancelled in June 1995.

ADULT EDUCATION FOR CREDIT

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
HWDC				HWDC			
NOT OPEN				May - December 1995	April - June 14 July - Aug 74 Sept - Dec 78	Salaries 17,587.00 Supplies/Services 0 17,587.00	9,411.00 (- 8,176.00)
CAP/ACCESS (JACKSON HIGH)				CAP/ACCESS (JACKSON HIGH)			
NOT OPEN				September - December 1995	51	Salaries 51,828.00 Supplies/Services 2,271.00 Accommodation 816.00 Furniture & Equipment 39,399.00* 94,314.00	104,766.00** + 10,452.00***

Comments: * 10 computers
1 printer
** Grant $104,366; Text Deposit $400
*** BALANCE TO BE DEFERRED TO1996

ADULT BASIC EDUCATION (A.B.E.)

Note: Expenditures are offset by grant from O.T.A.B.

1994				1995			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue /Grant**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue /Grant**
Briarwood Adult Centre	82	Salaries 61,992.00 Supplies/Services 1,401.00 63,393.00	63,393.00 0	Briarwood Adult Centre	60		
Marty Karl Adult Centre	142	Salaries 83,843.00 Supplies/Services 1,446.00 85,289.00	85,289.00 0	Marty Karl Adult Centre	123		
Evening School Westdale	*February '94 40 September '94 20*	*Salaries 6,473.00 Supplies/Services 125.00 7,098.00*	*7,098.00 0*	*Evening School Westdale*	*Feb.. '95 36 Oct. '95 36*		
MODIFIED ADULT BASIC EDUCATION							
Briarwood Adult Centre	18	Salaries 36,681.00 Supplies/Services 250.00 36,931.00	36,931.00 0	Briarwood Adult Centre	18		
ARC Industries -Cumberland -York -Brampton	119	Salaries 82,422.00 Supplies/Services 3,267.00 85,689.00	85,689.00 0	Association for Community Living -Cumberland -York -Brampton	176		

Notes:

.12 Teachers/Instructors working full & part-time at 6 sites

.Funding Period: Sept. 1, 1994 - August 31, 1995

Summary:

Revenue:		Grant:
All Salaries & Benefits	187,385.31	
All Supplies/Services	86,100.39*	
	273,485.70	278,400.00
		+ 4,914.30**

* includes $78,981.75 spent for technology

** BALANCE OF $4,914.30 TO BE DEFERRED TO 1996.

ENGLISH AS A SECOND LANGUAGE (ESL)

1994				1995			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue /Grant**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue /Grant**
Briarwood Adult Centre	26	Salary 22,009.00 Supplies/Services 375.00 22,384.00 Surplus/Deficit	33,990.00 + 11,606.00	Briarwood Adult Centre	26	Salaries 23,672.00 Supplies/Services 48.00 23,720.00 Surplus/Deficit	42,590.00 + 18,870.00
*Evening School** *Westdale* *Barton*	*February '94* *40* *October '94* *62*	*Salary 13,548.00* *Supplies/Services 929.00* *14,477.00* *Surplus/Deficit*	*20,607.00* *+ 6,130.00*	*Evening School** *Westdale* *Barton*	*Feb. '95* *50* *Oct. '95* *36*	*Salaries 15,429.00* *Supplies/Services 160.00* *15,589.00* *Surplus/Deficit*	*37,037.00* *+ 21,448.00*
ESL - Day -Circle of Friends -St. Stephen's -Philpott Church -James St. Church -SJAM(Sat am) -Fairview -Hess St. (Summer)	432	Salary 283,419.00 Supplies/Services 5,335.00 288,745.00 Surplus/Deficit	325,909.00 + 37,164..00	ESL - Day -Circle of Friends -St. Stephen's Ch. -Philpott Church -James St. Church -SJAM(Sat am) -Fairview -Sanford Ave. -Erskine Ch. -Hess St. -Lake avenue	448	Salaries 306,532.00 Supplies/Services 9,515.00* 316,047.00 Surplus/Deficit	335,840.00 + 19,793.00
Salvation Army (Rebecca St.)	164	Salaries 108,547.00 Supplies/Services 4,719.00 113,266.00	188,665.00 + 75,399.00	Salvation Army (Rebecca St.)	160	Salaries 115,910.00 Supplies/Services 3,000.00 118,910.00 Surplus/Deficit	184,149.00 + 65,239.00

Summary: (excl F/S) Grant 562,579.00
Expenses 458,677.00
Surplus + 103,902.00

*counted in EVENING SCHOOL SUMMARY

INTERNATIONAL LANGUAGES (JK - 8)

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
17 sites 23 languages	2047	Salary 240,239.00 Supplies/Services 21,195.00 261,434.00 Surplus/Deficit	304,781.00 + 43,347.00	19 sites 23 languages	2240	Salary 282,775.00 Supplies/Services 9,219.00 291,994.00 Surplus/Deficit	388,073.00 + 96,079.00
SJAM SWC WESTMOUNT BARTON HILL PARK SCOTT PARK S. W. LAURIER GREEK ORTH. CH. BETH JACOB SCH. LATVIAN CH. SERBIAN HALL TEMPLE ANSHE SHOLOM ESTONIAN CH. ROMANIAN ORTH. CH. SERBIAN CDN. COMM. SIKH HALL HESS ST. (SUMMER)				SJAM SWC WESTMOUNT BARTON HILL PARK SCOTT PARK S. W. LAURIER LAKE AVENUE SCHOOL GREEK ORTH. CH. BETH JACOB SCH. LATVIAN CH. SERBIAN HALL TEMPLE ANSHE SHOLOM ESTONIAN CH. ROMANIAN ORTH. CH. SERBIAN CDN. COMM. SIKH HALL ST. MINA COPTIC CHURCH HESS ST. (SUMMER)			

INTERNATIONAL LANGUAGES (CREDIT)

Languages offered for credit are:

- German
- Greek
- Hebrew
- Polish
- Serbian

These classes run once per week all year long, September - June. Enrolment and expenditures are reflected in EVENING SCHOOL - CREDIT SUMMARY

GENERAL INTEREST - DAY CLASSES

1994				1995			
Program/ Locations	No. of Students	Expenses	Revenue /Grant	Program/ Locations	No. of Students	Expenses	Revenue /Grant
Briarwood Allenby	1455	Salary 51,088.00 Supplies/Services 1,684.00 52,772.00	62,241.00	Briarwood Allenby	1485	Salary 50,977.00 Supplies/Services 876.00 51,853.00	74,860.00*
		Surplus/Deficit	+ 9,469.00			Surplus/Deficit	+ 23,007.00

Comments: *Registration Fees 74,699.00
Material Fees 161.00
74,860.00

GENERAL INTEREST - EVENING CLASSES

Please refer to EVENING SCHOOL SUMMARY - GENERAL INTEREST

ADULT AND CONTINUING EDUCATION
SUMMARY OF EXPENSES & REVENUE

1994		
PROGRAM	**EXPENSES**	**REVENUE /GRANT**
Evening School (CR., G.I., ESL)	482,877.00	434,742.00
Summer School	285,846.00	276,268.00
Independent Study	74,819.00	48,349.00
Adult Ed. for Credit		
Adult Basic Ed & Modified A.B.E. (100% funded by OTAB)	271,302.00	271,302.00
English As A Second Language - Day Only	421,134.00	548,564.00
International Languages	261,434.00	304,781.00
General Interest - Day	52,772.00	62,241.00
Dofasco	7,243.00	7,243.00
Advertising	52,348.00	
Other Cont. Ed. Costs	13,669.00	
	1,923,444.00	1,953,490.00
		Balance + 30,046.00
Adult & Cont. Ed.		
-Admin. Salaries	129,966.00	
-Secretaries' Salaries	62,073.00	
-Caretaking Salaries (BWD)	41,771.00	
-Caretaking Salaries - off site	25,740.00 *est*	
-Plant Operation	40,494.00	
	300,044.00	
Total Cost of Program Delivery ($269,998.00)		

1995			
PROGRAM	**EXPENSES**	**REVENUE /GRANT**	**BALANCE**
Evening School (CR., G.I., ESL)	393,904.00	462,677.00	+ 8,800.00
Summer School	233,212.00	267,990.00	+ 34,778.00
Independent Study	28,081.00	12,391.00	(-15,690.00)
Adult Ed. for Credit	111,901.00	114,177.00	+ 2,276.00
Adult Basic Ed & Modified A.B.E. (100% funded by OTAB)	273,486.00	278,400.00	+ 4,914.00
English As A Second Language - Day Only	458,677.00	562,579.00	+ 103,902.00
International Languages	291,994.00	388,073.00	+ 96,079.00
General Interest - Day	51,853.00	74,860.00	+ 23,007.00
Dofasco	not offered		
Advertising	30,235.00		(-30,235.00)
Other Cont. Ed. Costs	23,050.00		(-23,050.00)
Misc. Revenue		10,241.00	+ 10,241.00
	1,896,393.00	2,171,388.00	+ 215,022.00
Adult & Cont. Ed.			
-Admin. Salaries	129,753.00		
-Secretaries' Salaries	61,996.00		
-Caretaking Salaries (BWD)	41,771.00		
-Caretaking Salaries - off site	25,740.00		
-Plant Operation	33,906.00		
	293,166.00		
Total Cost of Program Delivery ($ 78,144.00)			

TITLE	21 YEAR OLDS IN REGULAR DAY SCHOOL
MANDATE	To determine the number of 21 year olds in the regular day school program.
CURRENT COSTS	As of September 30, 1995, the Board had a total of 449 adult students age 21 and older. This represents a total f.t.e. of 27.5 teachers who are teaching these students in the regular day school program.
POTENTIAL REDUCTIONS	Effective September 1, 1996, adult students 21 years of age and over will no longer be counted as day school pupils.
SAVINGS GENERATED	**1996** - The cost savings from September to December, 1996, represents a reduction of $346,664. (Note: The savings for 1996 has been calculated based on the savings generated by salaries and benefits minus severance payments.) **1997** - Estimate $1,517,065 (Salaries and Benefits)
RATIONALE	- On November 30, 1995, the Minister of Education issued a memorandum to Boards outlining two changes affecting 1996 enrolments for school boards. - Funding for adult students age 21 and older will no longer be counted as day school pupils but can be included under continuing education programs and funded accordingly.

TITLE	21 YEAR OLDS IN REGULAR DAY SCHOOL
MANDATE	To determine the number of 21 year olds in the regular day school program.
CURRENT COSTS	As of September 30, 1995, the Board had a total of 440 adult students age 21 and older. This represents a total FTE of 177.3 students who are attending these sessions in the regular day school programs.
POTENTIAL REDUCTIONS	Effective September 1, 1996, adult students 21 years of age and over will no longer be counted as day school pupils.
SAVINGS GENERATED	1996 - The cost savings from September to December, 1996, represents a reduction of $1,110,000 (Note: This savings for 1996 was calculated based on the 1995 program, prior to adjustments and benefits were made to reflect the 1996 program.)
	1997 - Estimate $1,517,000 (Salaries and Benefits)
RATIONALE	- On November 30, 1995, the Ministry of Education issued a memorandum to Boards outlining two changes effective for 1996 and beyond.
	- Funding for adult students age 21 and older will no longer be counted as day school pupils but can be included under continuing education programs and Special Purpose Grants.

TITLE	**EMPLOYEE BENEFITS** - Proposal from Carrier
MANDATE	To determine potential cost savings under a pharmacy management plan. Two carriers have been asked for quotes - OPSBA (Foxmeyer) Shared Services Initiatives and Shared Health Services (Great West Life)
CURRENT COSTS	The Board's 1996 Budget Estimates for the Extended Health Plan is $3,160,000.
POTENTIAL REDUCTIONS	The Board may select one or more of the following options: **PREFERRED PROVIDER NETWORK:** a selected network of pharmacies who will offer lower dispensing fees and/or capped markups on drugs in return for an expected increase in customer value. **MAIL ORDER PROGRAM:** access to a mail-order drug facility which will have drugs sent by courier to the employee's home. This program will provide a 90-day supply for a single discounted dispensing fee and a fixed discounted mark-up on all drugs. **GENERIC SUBSTITUTION:** an educational/incentive program to encourage, where appropriate, patients to ask for, physicians to prescribe, and pharmacists to dispense generic substitutions for brand name drugs. The generic drugs available will be only those of the highest quality with the same or substantially the same chemical makeup as the brand they replace.
SAVINGS GENERATED	1996 - Estimate $40,000 (September to December, 1996 savings) 1997 - Estimate $100,000
RATIONALE	- To reduce administrative and benefits' costs without reducing benefits themselves. - To reduce costs in a number of ways including: lower mark up on drugs, promoting generic drugs and discouraging look-alike drugs (new brand name drugs that are often direct copies of a brand name drug already on the market), lower dispensing fees, and elimination of duplicate and unnecessary drugs. - One of the important outcomes of a managed pharmacy approach is higher quality health care.

TITLE	EMPLOYER BENEFITS - Prescription Drugs
MANDATE	The Secretaries potential can manage under a pharmacy management plan. Two carriers have been asked for quotes - OPSA (Pharmacy) Blue Cross Services Insurance and Federal Health Services (Great West Life)
CURRENT COSTS	The Bureau's 1995 Budget Estimates for the Extended Health Plan is $3,750,000.
POTENTIAL REDUCTIONS	The Board may adopt one or more of the following options: PREFERRED PROVIDER NETWORKS: a selected network of pharmacies who will offer lower dispensing fees under supply contracts on drugs in return for an expected increase in customer volume. MAIL ORDER PROGRAM: access to a mail-order drug facility which will have drugs sent by courier to the employee's home. This program will provide a 90-day supply for a single discounted dispensing fee and a fixed discounted markup on all drugs. GENERIC SUBSTITUTION: an educational incentive program to encourage, where appropriate, patients to ask for, physicians to prescribe, and pharmacists to dispense generic equivalents for brand name drugs. The generic drugs available will be only those of the highest security with the same or substantially the same chemical makeup as the brand name drug.
SAVINGS GENERATED	1996 - Estimate $10,000 (September to December, 1996 savings) 1997 - Estimate $100,000
RATIONALE	- To reduce administrative and benefits costs without reducing benefits themselves. - To reduce costs in a number of ways including: lower mark up on drugs, promoting generic drugs and discouraging look-alike drugs (new brand name drugs that are often direct copies of a brand name drug already on the market), lower dispensing fees, and elimination of duplicate and unnecessary drugs. - One of the important outcomes of a managed pharmacy approach is higher quality health care.

A G E N D A

OPERATIONS AND FINANCE COMMITTEE

1996 04 09

GENERAL

The Board of Education for the City of Hamilton
1996 Estimates
Summary

Revision #3
Revised: 1996 04 09

	1995 BUDGET	1996 ESTIMATES	INCR./(DECR.) OVER PRIOR YEAR $	%
Expenditures				
Salaries & Wages, Empl. Benefits	$ 218,165,388	223,098,301	4,932,913	2.26%
Energy	5,779,000	5,779,000	0	0.00%
Debt Charges	3,225,936	2,921,791	(304,145)	(9.43%)
Computer Equipment Rentals	2,566,000	3,406,000	840,000	32.74%
Transportation & Insurance	5,830,154	5,796,029	(34,125)	(0.59%)
Tuition Fees	4,874,839	6,155,369	1,280,530	26.27%
Charge Back of Taxes	3,974,600	3,577,220	(397,380)	(10.00%)
Consumables	10,146,230	10,980,565	834,335	8.22%
Contractuals	793,025	848,135	55,110	6.95%
Capital	4,253,242	6,404,401	2,151,159	50.58%
Transfer to Reserves	56,100	30,000	(26,100)	(46.52%)
	$ 259,664,514	268,996,811	9,332,297	3.59%
Revenues				
Levy for Mill Rate	157,070,973	172,144,042	15,073,069	9.60%
Mill Rate Stabilization Reserve	1,495,000	0	(1,495,000)	(100.00%)
I.I.S. Reserve	200,000	0	(200,000)	(100.00%)
General Legislative Grants	77,173,513	74,000,000	(3,173,513)	(4.11%)
Suppl Taxes, T&T, PIL	6,896,638	6,913,330	16,692	0.24%
Tuition Fees	13,913,702	12,061,920	(1,851,782)	(13.31%)
Surplus (Deficit)	(345,225)	1,082,879	1,428,104	413.67%
Other Provincial Revenue	1,654,442	1,153,334	(501,108)	(30.29%)
Other Revenue	1,605,471	1,641,306	35,835	2.23%
	$ 259,664,514	268,996,811	9,332,297	3.59%
Incr./(Decr.) over Prior Year's Budget	(3.60%)	3.59%	9,332,297	3.59%
Taxes on Average $5000 Assessment				
Education	$ 987.13	1,088.20	101.07	10.24%
City	525.71			
Region	550.72			
Total Taxes on $5000 Assessment	$ 2,063.56			

Resource Management Strategy

16.0 m.*

Sept.-Dec. 1996

?

Jan.-Dec 1997

Mill Rate

$

Contract Negotiations

$7,370,179

	F.T.E. '96	1996 Sept.-Dec.	1997	F.T.E. '97

$ 8,412,959

Other Initiatives

$3,289,657

	F.T.E. '96	1996 Sept.-Dec.	1997	F.T.E. '97
■ Day School - over 21 yr. olds	27.5	$ 346,664	$ 1,517,065	
■ Employee benefits—Proposal from carrier.		$ 40,000	$ 100,000	
■ Reduction in Central Admin. costs		TBD	TBD	
■ ERIP (with replacement costs included) (87 Factor—based on 30% acceptance)		$ - 437,653	$ 1,391,888	
■ S.O. variable (Consumables/Capital/ Contractuals/Other) reductions.		$ 2,298,300	θ	
■ 2nd semester reduction in sec. teachers		$1,042,346	$ 1,158,507	

$4,167,460

Work Group Initiatives

$2,588,565

	F.T.E. '96	1996 Sept.-Dec.	1997	F.T.E. '97
■ Non-mandated programs-Staffing formulae for (DT/FS/Guid./Tea.Librar.) reduced by 1/3.	46.6	$ 799,671	$ 1,999,178	46.6
■ Consolidation of Schools. Begin system planning for implementation immediately.		θ	TBD	
■ Alternatives for J.K. (Eliminate effective Sept. 96. Begin development of alternatives-Sept.97 implementation)	61 tea. 50 E.A.'s	$ 802,970	$ 2,357,375	
■ Transportation of Special Ed.		$ 679,752	$ 1,687,784	
■ Revenue generation (implementation Jan.97)		θ	$10,000,000	
■ Staffing non-mandated programs in Secondary Schools (Sec. School restructuring initiative to consolidate Futures/Magnets/ Ministry 4-yr. program/Program consolidation) Sept.97 implementation		θ	TBD	
■ Reduction in School Administration				
(a) Twin 14 Elementary Schools	7	$ 249,172	$ 622,930	
(b) Reduction in A.A.'s (Sec.) to .5 per site	2.5	$ 57,000	$ 142,500	

$16,809,767

$13,248,401

$29,390,186

N.B. (1) F.T.E. figures are estimates only.
(2) Due to potential duplication, each initiative stands on its own —actual savings/F.T.E. will be adjusted as decisions are made.

/mbratkov
Revised April 9, 1996

Resource Management Strategy

Planner

Components	Costing of all Potential Reductions	Option 1	Option 2	Option 3	Option 4	
					1996	1997
Mill Rate	0	$10,121,778 (6.5%)	$2,751,599 (1.7%)	} $10,121,778	$6,256,000 (4%)	
Contract Negotiations	3.9		$7,370,179			$8,412,959
Other Initiatives	9.1	$3,289,657	$3,289,657	$3,289,657	$3,289,657	$4,167,460
Work Group Initiatives	7.3	$2,588,565	$2,588,565	$2,588,565	$2,588,565	$16,809,767
TOTALS	20.3 *m*	16.0 *m*	16.0 *m*	16.0 *m*	12.1 *m*	29.4 *m*
Notes	All costings from March 21 Chart					

AGENDA
SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE

1996 04 11

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - a) 1996 Summary Estimates **Pages 1-2**
   b) Resource Management Strategy **Page 3**

2. Overtime and Replacement Coverage Costs for Caretakers and Cleaners **Page 4**

3. Role Description - Twinned Principal

4. Working Group Initiatives:

   a) Alternatives to Junior Kindergarten (E/S) **Pages 109-133***
   [Budget Deliberations Reports]

   b) Transportation - Special Education **Pages 134-141***
   [Budget Deliberations Reports]

5. Surplus Analysis **Pages 167-174***
   [Budget Deliberations Reports]

*Previously Distributed

The Board of Education for the City of Hamilton
1996 Estimates
Summary

Revision #4
Revised: 1996 04 11

	1995 BUDGET	1996 ESTIMATES	INCR./(DECR.) OVER PRIOR YEAR $	%
Expenditures				
Salaries & Wages, Empl. Benefits	$ 218,165,388	223,098,301	4,932,913	2.26%
Energy	5,779,000	5,779,000	0	0.00%
Debt Charges	3,225,936	2,921,791	(304,145)	(9.43%)
Computer Equipment Rentals	2,566,000	3,406,000	840,000	32.74%
Transportation & Insurance	5,830,154	5,796,029	(34,125)	(0.59%)
Tuition Fees	4,874,839	6,155,369	1,280,530	26.27%
Charge Back of Taxes	3,974,600	3,577,220	(397,380)	(10.00%)
Consumables	10,146,230	10,980,565	834,335	8.22%
Contractuals	793,025	848,135	55,110	6.95%
Capital	4,253,242	6,404,401	2,151,159	50.58%
Transfer to Reserves	56,100	30,000	(26,100)	(46.52%)
	$ 259,664,514	268,996,811	9,332,297	3.59%
Less reductions approved April 9/96		(4,446,489)	(4,446,489)	
(refer to Appendix A attached)	$ 259,664,514	264,550,322	4,885,808	1.88%
evenues				
Levy for Mill Rate	157,070,973	172,144,042	15,073,069	9.60%
Mill Rate Stabilization Reserve	1,495,000	0	(1,495,000)	(100.00%)
I.I.S. Reserve	200,000	0	(200,000)	(100.00%)
General Legislative Grants	77,173,513	74,000,000	(3,173,513)	(4.11%)
Suppl Taxes, T&T, PIL	6,896,638	6,913,330	16,692	0.24%
Tuition Fees	13,913,702	12,061,920	(1,851,782)	(13.31%)
Surplus (Deficit)	(345,225)	1,082,879	1,428,104	413.67%
Other Provincial Revenue	1,654,442	1,153,334	(501,108)	(30.29%)
Other Revenue	1,605,471	1,641,306	35,835	2.23%
	$ 259,664,514	268,996,811	9,332,297	3.59%
Less reduction in Levy for Mill Rate		(4,446,489)	(4,446,489)	
	$ 259,664,514	264,550,322	4,885,808	1.88%
Taxes on Average $5000 Assessment				
Education	$ 987.13	1,060.12	72.99	7.39%
City	525.71			
Region	550.72			
Total Taxes on $5000 Assessment	$ 2,063.56			

Appendix A

STATUS OF 1996 ESTIMATES

Reductions Required to Achieve a 0% Increase in Mill Rate at 96 04 09 **$16,006,000**
(Taxes $ 1088.20, Increase $101.07, 10.24%)

Date	Description	Reductions F.T.E.	Reductions $	
Apr 9, 1996	Non-Mandated Programs - Staffing Formula	(46.60)	(799,671)	
"	Twin 14 Elementary Schools	(7.00)	(249,172)	
"	Reduction in A.A.'s (Sec) to .5 per site	(2.50)	(57,000)	
"	Second Semester Reduction in Sec. Teachers	(21.00)	(1,042,346)	
"	S.O. Variable Expenditures	0.00	(2,298,300)	
		(77.10)	(4,446,489)	(4,446,489)

Reductions Required to Achieve a 0% Increase in Mill Rate at 96 04 11 $11,559,511

Resource Management Strategy

16.0 m.*

Sept.-Dec. 1996

?

Jan.-Dec. 1997

$13,248,401

$4,446,489

$13,248,401

Mill Rate

$

Contract Negotiations

$7,370,179

	F.T.E. '96	1996 Sept.-Dec.	1997	F.T.E. '97

$ 8,412,959

Other Initiatives

$ 50,989

	F.T.E. '96	1996 Sept.-Dec.	1997	F.T.E. '97
■ Day School - over 21 yr. olds	27.5	$ 346,664	$ 1,517,065	
■ Employee benefits—Proposal from carrier.		$ 40,000	$ 100,000	
■ Reduction in Central Admin. costs:		TBD	TBD	
■ ERIP (with replacement costs included) (87 Factor—based on 30% acceptance)		$ - 437,653	$ 1,391,888	
■ S.O. variable (Consumables/Capital/ Contractuals/Other) reductions.		$ 2,298,300	θ	
■ 2nd semester reduction in sec. teachers	21	$1,042,346	$ 1,158,507	

$4,167,460

Work Group Initiatives

$1,482,722

	F.T.E. '96	1996 Sept.-Dec.	1997	F.T.E. '97	
■ Non-mandated programs-Staffing formulae for (DT/FS/Guid./Tea.Librar.) reduced by 1/3.	46.6	$ 799,671	$ 1,999,178	46.6	
■ Consolidation of Schools. Begin system planning for implementation immediately.		θ	TBD		Tabled
■ Alternatives for J.K. (Eliminate effective Sept. 96. Begin development of alternatives-Sept.97 implementation)	61 tea. 50 E.A.'s	$ 802,970	$ 2,357,375		
■ Transportation of Special Ed.		$ 679,752	$ 1,687,784		
■ Revenue generation (implementation Jan.97)		θ	$10,000,000		
■ Staffing non-mandated programs in Secondary Schools (Sec. School restructuring initiative to consolidate Futures/Magnets/ Ministry 4-yr. program/Program consolidation) Sept.97 implementation		θ	TBD		Tabled
■ Reduction in School Administration					
(a) Twin 14 Elementary Schools	7	$ 249,172	$ 622,930		
(b) Reduction in A.A.'s (Sec.) to .5 per site	2.5	$ 57,000	$ 142,500		

$16,809,767

$29,390,186

N.B. (1) F.T.E. figures are estimates only.
(2) Due to potential duplication, each initiative stands on its own —actual savings/F.T.E. will be adjusted as decisions are made.

/mbratkov
Revised April 11, 1996

OVERTIME AND REPLACEMENT COVERAGE COSTS FOR CARETAKERS AND CLEANERS

	1993	1994	1995
Overtime Budget	$418,783.00	$401,000.00	$302,000.00
Overtime Actuals*	$400,942.00	$359,585.84	($383,000.00)
Substitute Cleaner/Casual Assistant Budget	$1,675,000.00	$1,675,000.00	$1,800,000.00
Actuals (includes replacement for W.C.B. coverage)	($1,711,136.00)	($1,810,765.00)	$1,581,000.00

*Actuals do not reflect compensation for rentals.

Projected savings from the elimination of 15 Unassigned Firemen from July 1, 1995 to December 31, 1995.

15 x $15,704 (half-year salary) + $15,311 (benefits) = $250,871.00

Approximate savings of elimination of Unassigned Firemen for full year = $501,742.00

Resource Management Strategy

Planner				
Components	**Option 5**	**Option 6**	**Option 7**	**Option 8**
Mill Rate	$7,796,778 (3.7%)			
Contract Negotiations	$4,325,000 (*5 days off*)			
Other Initiatives	$3,289,657			
Work Group Initiatives	$2,588,565			
TOTALS	**16.0 *m***	**16.0 *m***	**16.0 *m***	**16.0 *m***

Resource Management Strategy

Components	Options			
	Option 5	Option 6	Option 7	Option 8
Bill Rate	$2,796,778 (57%)			
Contract Negotiations	$4,123,000 (1 day off)			
Other Initiatives	$3,328,657			
Work Group Initiatives	$1,538,565			
TOTALS	$12,786,[illegible]	$[illegible]	$[illegible]	$[illegible]

AGENDA

OF THE OPERATIONS AND FINANCE COMMITTEE

1996 04 16

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. (a) Transportation - Special Education
   (i) Report re Transportation Expenditures Analysis

2. Surplus Analysis

3. Report of Supervisory Officers
   (a) Variables - $2.2 million reduction
   (b) Transfer of funds between Superintendents
   (c) Responses to questions raised during presentation of Supervisory Officers' Budgets

4. Layoffs - Impact on Program

5. Trustee Mulholland's "tabled" motion.

6. **Referrals**
   (a) FTE SALEP Position — **Pages 1-3**
   (b) Actuarial Report — **Pages 4-7**
   (c) Trustees' Budget — **Page 8**

7. Report on Twinning of Elementary Schools

8. Alternatives to Junior Kindergarten (E/S)

9. Other Considerations

10. Recommendation of the Director of Education — **Page 9**

ELEMENTARY/SECONDARY

1. Recommendation of the Director of Education — **Page 9**

REPORT OF THE SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE

Present: Trustees Orban (Chairman), Bishop, MacDonald, Rogers and Stewart.

Also Present: E. Szkodziak (Adolescent Community Care Program), T. Ridley (Child and Family Services - Chedoke-McMaster Hospitals), J. Holbrook (McMaster Social Work student), C. Davidson (McMaster Social Work student).

Officials Present: E. Bond (Superintendent of Program Services), K. Hibbins (Project Team Leader - Social and Interpersonal Skills) and D. Sayers (Consultant - S.A.L.E.P.).

The Committee recommends:

GENERAL

1. That the 1994-1995 Annual Report of the Supervised Alternative Learning for Excused Pupils Committee (SALEP) program, including the Statistical Report (attached) be received for information.

Clause 2. referred to Budget Review

2. That a full-time equivalent position for SALEP be approved.

Respectfully submitted

Committee Room
1995 10 23

L. ORBAN
Chairman

Excerpt from the 1995 11 09 Program Committee Minutes

Report of the Supervised Alternative Learning for Excused Pupils Committee (SALEP)

(attached)

Moved by Mr. Orban: That the Report of the Supervised Alternative Learning for Excused Pupils Committee be approved.

In clarifying the intent of Recommendation 2 regarding a full-time equivalent position for SALEP, Miss Bond advised that this will be done within the existing staff complement. She affirmed that several issues have to be considered, noting the following as key areas: Ministry funding, delivery of services, program site given the limited accommodation at the SALEP Centre. Miss Bond added that school principals, staff and the federation will be encouraged to provide input in the review of this program.

Moved in amendment by Miss Cunningham: That Recommendation 2 of the Report be referred to the Budget Review. **CARRIED**

The motion, as amended, was put to a vote and was **CARRIED**.

Excerpt from the 1995 10 23 SALEP Committee meeting

Annual Report, September, 1994 - June, 1995

D. Sayers presented the Annual Report, reviewing the Appendices.

Members expressed their approval of the program's achievements over the past year before seeking clarification relative to the statistics contained in the appendices.

In response to queries, Ms. Sayers clarified that:

- students unable to enter the SALEP program are actively monitored by an adjustment counsellor.
- while thank you cards are sent to Work/Job Shadow Placements, an appreciation day is being considered

Concerns were expressed relative to:

- the increased number of student applications which the program could not accommodate

The following suggestions were put forth:

- that parameters to describe "Excellent", "Good", etc., be included in next year's reports on Attendance
- that the Hamilton Law Association and Rotary Downtown Club be contacted regarding placements
- working through Public Relations, possibly dovetail partnerships with small corporations/businesses for placement spots

Arising from the Committee's direction last year to explore long term support for the program, Ms. Sayers cited Appendix VI which recommends a full-time Social Worker. She advised that application has been made to the Ministry of Education and Training for funds, that if approved, will cover half the cost.

In the ensuing discussion, it was noted that the elimination of provincial Correspondence Course funding will affect the Centre's ability to provide credit course offerings to students. In order to address this issue, Miss Bond believes principals must first become cognizant of the benefit the Supervised Alternative Learning Experience Program represents to their schools. Two possible

alternatives were discussed to enable SALEP students to receive credits within the existing teacher complement across the system:

- unused Substitute Instructional Time (SIT)
- have students "home" school take on the responsibility for marking Correspondence Courses and credit issuance.

Recognizing both SALEP staffing needs and the budgetary restraints facing the Board, it was suggested that a more realistic approach would be to seek a full-time equivalent position that combines both a Social Worker and teaching position.

Moved by Canon Rogers:

a) That the 1994-1995 Annual Report of the Supervised Alternative Learning for Excused Pupils Committee (SALEP) program, including the Statistical Report, be received for information.

b) That a full-time equivalent position for SALEP be approved.

The intent of Clause b) is to combine a Social Worker and teaching position, subject to budget approval.

Concern was expressed that information was lacking on possible Ministry funding toward the cost of a Social Worker - neither the total amount of money available nor the length of commitment. Mrs. Bishop requested that the Committee be advised should funding not be obtained.

Members agreed to support Clause b) on the understanding it would be referred to budget, allowing Miss Bond the opportunity to examine alternatives for resources, delivery of services and to determine the amount of Ministry funding.

Given the limited capacity for accommodation at the SALEP Centre, Miss Bond noted that it may be necessary to relocate the Centre. There is, however, no intent to evolve into a segregated, alternative program.

Ms. Sayers advised members that she is aware of two programming initiatives by schools which could lead to a reduction in the number of students applying to SALEP.

Clause a) was put to a vote and was Carried.
Clause b) was put to a vote and was Carried.

Referred to Budget Review at the 1995 12 12 meeting of the Operations and Finance Committee

1995 12 12.

TO: The Chairman and Members
Operations and Finance Committee

FROM: Rick Binns, Superintendent of Human Resources
Paul Shewfelt, Superintendent of Financial Services and Treasurer

PREPARED BY: Deborah Russon, Manager, Employee Relations
Irene Polidori, Manager, Financial Services.

RE: Wyatt Company Report - Actuarial Study on the Retirement Gratuity Reserves

REPORT CLASSIFICATION: Information/Decision

BACKGROUND:

The Board has conducted approximately eight retirement gratuity actuarial studies through the Wyatt Company. The most recent study as at January 1, 1995 was conducted to ensure that the Board maintains an adequate level of funding for the Retirement Gratuity Reserves. At the end of 1994 the Retirement Gratuity Reserves were $4,853,000 and it is estimated that the Reserves will be at $3,789,000 by the end of 1995 (see Appendix A as attached). The current funding level for the Reserves has been based on 1.1% of payroll which the Wyatt Company finds no longer adequate.

The Wyatt Company was authorized to review the Reserves and to make recommendations on the level of funding. The objectives of the study were to:

- determine rates of sick leave utilization;
- project the expected gratuity payments and payroll if the present sick leave and gratuity programs are continued;
- approximate the costs of these programs relative to payroll;
- project the cash flow into and out of the existing Reserve accounts.

In their findings, the Wyatt Company has recommended an increase in the current funding level to 1.5% of payroll. (The approximate annual cost of this funding is contained in Appendix B as attached.)

ISSUE:

To ensure adequate funding for Retirement Gratuity Reserves.

RECOMMENDATION:

1. That the annual funding requirements for the Retirement Gratuity Reserve follow the recommendations of the Wyatt Company report as at January 1, 1995, that is 1.5% of payroll, commencing with the 1996 fiscal year.

2. That the Board undertake further actuarial reviews of the Retirement Gratuity Reserves every five years.

RATIONALE:

The pattern of retirements affects the growth of the Retirement Gratuity Reserve Fund. The Wyatt Company estimates this Reserve Fund will grow until 1999, as the funding provisions and the interest earnings will exceed the annual gratuity payments. Thereafter, until 2011, the annual gratuity payments will exceed the annual funding provisions, and then the Retirement Gratuity Reserve Fund will decrease. After that point, they estimate rapid growth will recommence as the funding provisions will exceed the gratuity payments.

According to the Wyatt Company Report, in order for the Board to maintain an adequate level of funding it must increase the annual Retirement Gratuity Reserve funding to 1.5% of payroll.

APPENDIX A

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
RETIREMENT GRATUITY RESERVE FUND
STATEMENT OF CONTINUITY
FOR THE YEAR ENDED DECEMBER 31, 1994

Balance at December 31, 1993	6,288,861
Provision from the Revenue Fund	1,573,000
Investment Earnings	293,754
	8,155,615
Gratuity Payments	(3,302,494)
Balance at December 31, 1994	4,853,121

RETIREMENT GRATUITY RESERVE FUND
PROJECTED STATEMENT OF CONTINUITY
FOR THE YEAR ENDING DECEMBER 31, 1995

Balance at December 31, 1994	4,853,121
Provision from the Revenue Fund	1,620,000
Investment Earnings	316,000
	6,789,121
Gratuity Payments	(3,000,000)
Balance at December 31, 1995	3,789,121

APPENDIX B

HAMILTON BOARD OF EDUCATION

PROJECTION OF GRATUITY RESERVE ACCOUNT - COMBINED ($ 000'S)

CONTINUATION OF PRESENT PLAN WITH NEW ENTRANTS

YEAR	RESERVE BALANCE JAN. 1	COVERED PAYROLL	ANNUAL FUNDING CHARGE	AS % OF COVERED PAYROLL	ESTIMATED GRATUITY PAYMENTS	INTEREST ON RESERVE
1995	5203	203636	3055	1.5	2137	509
1996	6630	202105	3032	1.5	1962	644
1997	8344	199895	2998	1.5	2399	777
1998	9720	209932	3149	1.5	2857	888
1999	10900	220160	3302	1.5	3365	978
2000	11815	230805	3462	1.5	3844	814
2001	12247	241549	3623	1.5	4591	824
2002	12103	252103	3782	1.5	5621	784
2003	11048	263478	3952	1.5	5915	706
2004	9791	275045	4126	1.5	6555	602
2005	7964	287544	4313	1.5	6539	481
2006	6219	300988	4515	1.5	6458	368
2007	4644	315676	4735	1.5	6008	281
2008	3652	330998	4965	1.5	6283	210
2009	2544	347100	5207	1.5	6465	135
2010	1421	364609	5469	1.5	6228	73
2011	735	383178	5748	1.5	5989	43
2012	537	403573	6054	1.5	5634	52
2013	1009	425560	6383	1.5	5223	111
2014	2280	448664	6730	1.5	5328	208
2015	3890	472972	7095	1.5	5737	319
2016	5567	499353	7490	1.5	5414	461
2017	8104	526944	7904	1.5	5853	638
2018	10793	555671	8335	1.5	6744	810
2019	13194	586387	8796	1.5	7052	984
2020	15922	618857	9283	1.5	7483	1176
2021	18898	653429	9801	1.5	7829	1391
2022	22261	689768	10347	1.5	8527	1621
2023	25702	728845	10933	1.5	8637	1878
2024	29876	770301	11555	1.5	8959	2181
2025	34653					

TRUSTEES' BUDGET

At the 1996 02 meeting of the Operations and Finance Committee, the following motion was referred to a Special Meeting of the Operations and Finance Committee for budget discussion:

"That the trustees' budget be reduced by 10 percent; this reduction will be realized by reducing:

Personnel Training by $20,000
Books, Films and Software by $419
General Supplies by $434
Board Committee Meetings by $10,000
Printing by $396
Miscellaneous by $1,858
Total Reduction to be $33,107 (10%)"

Hamilton Board of Education
Education Centre
1996 04 15

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

GENERAL

(a) That the following recommendation of the Director of Education be approved:

(i) That up to twelve students, one from each composite secondary school, be permitted to attend a Business Education Student Leadership Conference in Bolton, Ontario, 1996 05 07-08 (Tuesday to Wednesday)

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

(i) G. L. Armstrong, Grades 6-8, Outdoor Education, Camp Wanakita, Haliburton Area, 1996 05 21-24 (Tuesday to Friday)

(ii) Barton, Grade 10-OAC, Concert Band Tour, Midland/Collingwood area, 1996 05 30-06 01 (Thursday to Saturday)

(iii) Hill Park, Grade 10-OAC, Stratford Festival, Stratford, 1996 05 14 (Tuesday)

(iv) Sherwood, Grade 9-12, Stratford Festival, Stratford, 1996 05 09 (Thursday)

(v) Sir Allan MacNab, Grade 10-OAC, Track Meet, Brockville, 1996 05 10-11 (Friday and Saturday)

(vi) Westdale, Grade 10, Outdoor Education, Bruce National Park, Tobermory, 1996 05 29-31 (Wednesday to Friday)

Respectfully submitted,

D. W. Goodridge
Director of Education and Secretary

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1996 05 14

Election of Chairman Pro-Tem

Confirmation of the minutes of the regular meeting of 1996 03 19 and special meetings of 1996 02 29, 1996 03 28, 1996 04 02, 1996 04 09 and 1996 04 11.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. a) "Presentation" by Mayor Morrow and Regional Chairman Cooke re Theatre Aquarius

   b) Response from the Officials to the Second Presentation by Theatre Aquarius **Pages A1 to A7**

   c) 1996 02 06 Report from the Officials re Presentations by Theatre Aquarius and The Hamilton Art Gallery **Pages A3 to A7**

NEW BUSINESS:

1. a) Audited Financial Statement for the Board of Education for the City of Hamilton of Hamilton Foundation **Pages 1 to 3**
   Please see separate attached package

   b) Audited Financial Statement for the Board of Education for the City of Hamilton **Pages 4 to 8**
   Please see separate attached package

2. Re-constitution of Ad Hoc Committees: **Page 9**
   a) Child Care Committee
   b) HIV/AIDS Infection Policy Review Committee
   c) Policy Review Committee
   d) Transportation Committee
   e) Trustee Communications Committee

3. a) School Year Calendars [to be deferred]
   b) Holiday Schedule for the Education Centre and Secondary School offices [to be deferred]

4. Purchase of Substitute Employee Management System **Page 10**

5. Review of the Budget Analysis Committee **Page 11**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Consolidation of Schools- requested by Trustee Cunningham

NEW BUSINESS:

1. Recommendations of the Director of Education **Page 12**

TO: The Chairman and Members
Operations and Finance Committee
1996 05 14

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer
D. Sage
Manager, Property, Audit and Assessment

RE: **UPDATE RE THEATRE AQUARIUS AND ART GALLERY OF HAMILTON - REQUEST FOR SUPPORT OF A PRIVATE MEMBERS BILL**

REPORT: **FOR DECISION**

BACKGROUND:

In 1995, both Theatre Aquarius and the Art Gallery of Hamilton initiated a process that, if supported by the Board, would result in municipal property tax exemption. The vehicle to endorse such an exemption is through a Private Member's Bill. At the local level, all three taxing bodies, the City, Region and Board of Education must formally support a Private Member's Bill before it can be presented in the Ontario Legislature.

The City of Hamilton and the Region of Hamilton-Wentworth councils have passed motions endorsing the request of Theatre Aquarius and the Art Gallery. The Board's decision remains outstanding.

To respond to the request of Theatre Aquarius and the Art Gallery of Hamilton, reports dated 1995 09 12 and 1996 02 06 were prepared for decision by the Board and subsequently referred back to officials. (Reports attached for reference.) From a financial perspective, should the Board grant the exemption status, $1.3 million worth of assessment would be removed from local taxation. On an annual basis, this property assessment would normally produce approximately $535,000 in total tax revenue of which $261,000 represents Board revenues.

As referenced in the two previous reports, significant effort has been extended by officials from all respective organizations in an attempt to come to a satisfactory resolve. Financial impacts as well as community perspectives were explored.

The recommendations contained within this report represent a culmination of desired outcomes balanced with the Board's responsibility to students and ratepayers of Hamilton.

ISSUE:

To update trustees on the continued review of the request from the Art Gallery of Hamilton and Theatre Aquarius for a Private Member's Bill.

RECOMMENDATIONS:

1. That the Board of Education for the City of Hamilton not support the request of The Art Gallery of Hamilton to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

2. That the Board of Education for the City of Hamilton not support the request from Theatre Aquarius for relief from the education portion of the municipal tax arrears, penalties and interest which has accumulated on the property to date.

3. That the Board of Education for the City of Hamilton not support the request of Theatre Aquarius to approach the Government of the Province of Ontario for relief from municipal realty taxes for the years 1997, 1998 and 1999.

4. That the Board of Education for the City of Hamilton endorse the efforts of Theatre Aquarius to raise sufficient funds through their 1996 capital fundraising plan for the purpose of relieving the accumulated debt load of the tax arrears.

5. That the Board of Education for the City of Hamilton request that Theatre Aquarius provide a report, to Board officials for evaluation, prior to December 31, 1996, outlining the financial results of the Theatre's 1996 fundraising campaign.

6. That, subject to the evaluation of Theatre Aquarius' financial report and target achievements, the Board of Education for the City of Hamilton support the deferral of the education portion of the municipal taxes levied against Theatre Aquarius for a three year period ending December 31, 1999 providing that the 1997-1999 accumulated tax arrears are paid in full within the year 2000.

RATIONALE

The Board of Education for the City of Hamilton has remained committed to ensuring that every effort is made to support the contributions that both the Art Gallery of Hamilton and Theatre Aquarius provide to the City of Hamilton and surrounding communities. While extending support, the recommendations have been tailored to ensure the burden of responsibility and financial impact is minimized on Board students and ratepayers.

The request for support of a Private Member's Bill has greater impact than losing tax revenue. When a school board exempts education taxes, the financial consequences are no longer eligible for ministry grant recognition. Normally, if the taxes were charged against the Board's tax remission account, approximately 65% of the $261,000 tax loss would be recoverable through grant. The Private Member's Bill prohibits the Board from accessing this grant, therefore, ratepayers would absorb the full impact of the annual educational tax loss of $261,000.

Theatre Aquarius has submitted a financial plan whereby their projections only require relief from property taxation for a three year period. At the conclusion of their plan, the Theatre will have paid off all outstanding mortgage and property tax claims. Presently, outstanding property taxes, interest and penalty, accumulated since 1992, will soon reach $1M.

The key contributor to Theatre Aquarius' financial success is that of their aggressive 1996 capital fundraising campaign. The Theatre has included the outstanding taxes as a part of their initiative. Achieving the desired targets would permit the Theatre to remain solvent and offer long term financial and cultural benefits to the Hamilton community. In support of the Theatre's business plan, the recommendation to defer the collection of taxes allows the Theatre to undertake their very ambitious campaign.

The Art Gallery of Hamilton in their request for support is looking for financial relief from future taxation through permanent exemption as a taxable entity. Although the Board has not endorsed the request for Private Member's Bill, exploration of alternatives with the City of Hamilton will continue.

TO: The Chairman and Members
Operations and Finance Committee
1996 02 06

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer
D. Sage
Manager, Property, Audit and Assessment
B. Jazvac
Principal, Westmount Secondary School
J. Leek
Principal, Strathcona Elementary School
D. Dunford
Literacy Project Team Leader

RE: **THEATRE AQUARIUS AND ART GALLERY OF HAMILTON - MANAGEMENT'S RESPONSE TO THE REQUEST FOR SUPPORT OF A PRIVATE MEMBER'S BILL GRANTING PROPERTY TAX RELIEF**

REPORT: **FOR DECISION**

BACKGROUND:

In April, 1995 Theatre Aquarius Inc. requested support for their position to seek property tax exemption through a Private Members Bill. At the September meeting of the Operations and Finance Committee the Art Gallery of Hamilton expressed their desire to proceed, in a similar fashion, and request leave from property taxation. Following the Art Gallery presentation, a report responding to Theatre Aquarius' request was referred back to officials (APPENDIX A, Theatre Aquarius Report). Subsequent to the referral, a staff committee was formed to explore the program initiatives, opportunities and associated costs of both the Art Gallery and Theatre Aquarius' proposals. During November and December, 1995 separate meetings were conducted with committee and organization representatives. The following table outlines those in attendance.

BOARD OF EDUCATION	ART GALLERY OF HAMILTON	THEATRE AQUARIUS
Paul Shewfelt, Superintendent of Financial Services and Treasurer	Ted Pietrzak, Executive Director	Pam Lakin, General Manager
Daryl Sage, Manager, Property, Audit and Assessment	Jennifer Kaye, Co-ordinator of Learning and Visitor Services	Steve Newman, Production Director
Beth Jazvac, Principal, Westmount Secondary School		Lou Zamprogna, Head/Theatre School
John Leek, Principal, Strathcona Elementary School		Mary Fulford-Winsor, Head of Wardrobe
Doug Dunford, Literacy Project Team Leader		Luigi Borghesan, Master Carpenter
		Nigel Wallace, Director/Marketing
		Chris McHarge, Director

Art and Drama are integrated bridges between learning and life. The Art Gallery and Theatre Aquarius teach history, personal expression, multiple points of view, human relationships, science and how the people of the past have dealt with tough times. Art and Drama give voice to our hopes for the future. These institutions draw people to Hamilton. They form part of the soul of our community.

Our secondary students have benefited from Co-op placements, school programs, access to Arts professionals, technical advice, career information and curriculum partnerships especially with the Art Gallery.

The Art Gallery and Theatre Aquarius have worked hard to create an invitational atmosphere. Several thousand of our students visit them each year. The Art Gallery's Education Department alone has provided generous assistance in the development of curriculum materials, the inservicing of teachers, and the sharing of curriculum resources, often free of charge. The Art Gallery has also been the site of many teacher meetings and professional development opportunities.

Students need contact with professional Arts experiences. These experiences are fundamental to learning, to the development of integrated intelligence and to connecting with global realities. Arts experiences are intimately connected to the managing of the multimedia aspect of the information revolution.

Throughout the entire consultative process, there was complete understanding that all three organizations must balance program and service offerings within the economic climate in which all are burdened.

ISSUE:

To apprise trustees of the effort made by all three organizations to explore the issues surrounding the request for tax exemption.

RECOMMENDATIONS:

1. That the Board of Education for the City of Hamilton not support the request from Theatre Aquarius for relief from the education portion of the municipal tax arrears, penalties and interest which has accumulated on the property to date.

2. That the Board of Education for the City of Hamilton not support the request of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

3. That the Board of Education for the City of Hamilton not support the request of The Art Gallery of Hamilton to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

RATIONALE

As referenced in the rationale of Appendix A, both the City of Hamilton and the Region of Hamilton Wentworth have supported the requests for municipal tax exemption. Reports submitted to the respective councils indicate that the revenue loss to be experienced by granting exemption would be offset by grants paid to both the Art Gallery and Theatre Aquarius. From a Board perspective, approximately $1.3 million of assessment would be eliminated from taxation representing approximately $260,000 in annual education revenues. With no offset position, this would be a direct loss to the Board. Any potential revenue loss would place added pressure on further expenditure reduction or increase in taxation.

We regret the financial position that the Art Gallery of Hamilton and Theatre Aquarius have found themselves in. The students and staff of the Hamilton Board of Education benefit greatly from their relationship with these two cultural institutions. Our students most definitely need to continue their long term relationship with both the Art Gallery of Hamilton and Theatre Aquarius. Utilization of both the Art Gallery of Hamilton and Theatre Aquarius will be supported by staff and students on an admission fee basis. There may also be the opportunity for these organizations to appeal the assessed value of their properties through the Regional Assessment Office, Assessment Review Board or Ontario Municipal Board.

Decisions to reduce a volatile assessment base places added pressure on mill rates. Since the public board is the largest taxing body within Hamilton, all ratepayers would benefit from the recommendations that support the preservation and growth of the public school base.

TO: The Chairman and Members
Operations and Finance Committee
1995 09 12

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer

PREPARED BY: D. Sage
Manager, Property, Audit and Assessment

RE: **THEATRE AQUARIUS - REQUEST FOR SUPPORT OF A PRIVATE MEMBER'S BILL GRANTING PROPERTY TAX RELIEF**

REPORT: **FOR DECISION**

BACKGROUND:

Theatre Aquarius Inc. is a not for profit professional theatre company which was founded in 1973. In 1991 the Theatre moved to the duMaurier Centre. Since that time, they have experienced financial difficulties resulting from revenue shortfalls and escalating expenditures. The Region of Hamilton Wentworth supports Theatre Aquarius through an annual operating grant of approximately $100,000. The City of Hamilton's share of this grant is approximately 72% . The Board of Education for the City of Hamilton does not provide any grant towards the operation of Theatre Aquarius.

Since January 1, 1992, Theatre Aquarius has outstanding property taxes, including interest and penalty, amounting to $764,000 of which $367,000 is attributed to education. Realty taxes levied for 1995, based on a $400,000 assessment, are $167,000. Of this levy, 48% or $80,000 impacts on current Board revenues .

Property taxes in arrears for three years are subject to registration by the City of Hamilton. One year following registration, the City can initiate action to sell the property for the outstanding tax arrears. To date, the City has not registered the duMaurier Centre property.

At the April meeting of the Operations and Finance Committee, executives from Theatre Aquarius outlined their proposal to seek exemption from municipal taxation through a Private Member's Bill. In order for the process to begin, Theatre Aquarius requires unanimous support of Regional Council, City Council and the Board of Education in this matter.

On May 16, 1995, Regional Council adopted the following recommendations:

a) That the Region of Hamilton-Wentworth support the initiative of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes; and

b) That Theatre Aquarius submit to the Region a repayment plan to resolve the current property tax arrears.

At the August 29, 1995 meeting of Hamilton City Council, the following resolution was approved:

(a) That the City of Hamilton support the request of Theatre Aquarius for a Private Members Bill for tax exempt status, on the condition that it apply only for the duration of the Theatre's present mortgage of approximately fifteen (15) years;
and,

(b) That Theatre Aquarius submit to the City Treasurer a plan for repayment to the City of the current tax arrears owing.

ISSUE:

For trustees to accept or reject Theatre Aquarius' request of the Board of Education for the City of Hamilton to support their proposed Private Member's Bill thereby granting tax exemption from municipal property taxation.

RECOMMENDATIONS:

1. That the Board of Education for the City of Hamilton not support the request from Theatre Aquarius for relief from the education portion of the municipal tax arrears, penalties and interest which has accumulated on the property to date.

2. That the Board of Education for the City of Hamilton not support the request of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

3. That the Board of Education for the City of Hamilton adopt a policy that is focused on the preservation and expansion of the public school assessment base.

RATIONALE

Both the Region and the City have rejected Theatre Aquarius request for relief from outstanding taxes. As a result, Theatre Aquarius has indicated that the Board could limit its consideration to the impact of relief of future taxes only.

Financial Impact Of Relief From Future Taxes *(based on 1995 Total Property Tax of $167,000)*

	Share of Property Taxes			Net $ Share of Revenue Loss
Region of Hamilton-Wentworth	27%	$ 45,090		
City of Hamilton	25%	41,750	$86,840	
Less: City's Share of Operating Grant			(72,500)	$14,340
Board of Education	48%			80,160
Net Impact on Hamilton Ratepayer				$94,500

Should the request for exemption from municipal property taxation, be supported, the combined impact on the Hamilton taxpayer would be approximately $94,500 based on the assumption that grants paid by the Region to Theatre Aquarius would be discontinued. Since the Board cannot offset any of the revenue loss against grants paid to the Theatre, the Board will absorb 85% of the net loss or $80,000 annually.

In addition, the Private Bills Committee of the Legislature has adopted the position that private bills must provide for school board agreement before property taxes for a charitable or non-profit organization's property may be written off for education purposes. As a result, any loss in school taxes will no longer flow from circumstances beyond the school board's control but in fact will be the direct result of a board decision. In order that the financial consequences of such decisions remain with the board, the 1995 grant regulations will be revised such that tax write-offs as a result of private bills passed in 1994 and thereafter will not be eligible for grant recognition under the change in tax revenue grant.

Overall growth in the Hamilton Assessment base has slowed considerably in the last 4 - 5 years to the point whereby over the past two years the assessment base has actually declined by $1.5 million. As the base declines, greater burden is placed on the remaining taxpayers. Support for Theatre Aquarius will reduce approximately $400,000 of assessment from taxation.

RATIONALE *continued...*

In 1993, the Hamilton and District Chamber of Commerce appealed to the Board to limit tax increases. Both social and economic pressures are being translated into business failures and businesses' inability to sustain tax responsibilities. This has become increasingly apparent in the Board's charge back of taxes climbing by 27% to approximately $4 million in 1995.

Trustees have minimized the effects of a declining revenues on local ratepayers by reducing more than $25 million in Board expenditures over the past two years. Should revenues continue to be eroded, further expenditure reductions may be necessary in order to stabilize future mill rate increases.

For the period 1996 to 1998, sharing of publicly traded corporate assessment will be based on enrolment. Special compensation to public boards will be frozen at the 1995 level. These pooling issues combined with mandates from the new Provincial Government will further strain efforts to sustain educational services relying on these revenues.

Presently, the Art Gallery of Hamilton has made successful presentations to both Regional and City Councils for municipal property tax exemption. Total 1995 taxes levied against the Art Gallery property, based on a $914,000 assessment, are approximately $367,000. The Board's share of this tax revenue is estimated at $176,000. Should consideration be extended to both Theatre Aquarius and the Art Gallery of Hamilton by this Board, an additional $261,000 would be added to the 1996 charge back of taxes while $1.3M worth of assessment would be eliminated from public taxation.

It is unknown as to the extent of future requests from charitable or non profit organization for relief from municipal taxation. In an effort to preserve the local assessment base and minimize future requests for tax relief, the development of a Board policy statement that supports a growth philosophy would provide guidance to the ratepayers of the City of Hamilton.

TO: The Chairman and Members of
Operations and Finance Committee
1996 - 05 - 14

FROM: Paul E. Shewfelt, Superintendent of Financial Services and Treasurer

PREPARED BY: Irene Polidori, Manager, Financial Services

RE: 1995 Annual Audited Financial Statements
for the Board of Education for the City of Hamilton Foundation

REPORT: Information

BACKGROUND

The financial statements for the Board of Education for the City of Hamilton Foundation for the year ended December 31,1995 were prepared by the Financial Services Department. The statements were audited by MacGillivray Partners, Chartered Accountants, the auditors appointed by the Directors of the Foundation.

ISSUE:

To present to the Trustees the 1995 Annual Audited Financial Statements for the Board of Education for the City of Hamilton Foundation, including the scope of work required to be performed, for information.

RECOMMENDATION:

That the 1995 Annual Audited Financial Statements of the Board of Education for the City of Hamilton Foundation be received for information.

ATTACHMENT:

Letter to MacGillivray Partners, Chartered Accountants, the auditors for the Foundation, concerning scope of work performed.

ENCLOSURE:

The 1995 Annual Audited Financial Statements of the Board of Education for the City of Hamilton Foundation.

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (905) 527-5092
Fax (905) 521-2536

100, rue Main Ouest
Hamilton (Ontario)
Téléphone (905) 527-5092
Fac-similé (905) 521-2536

March 29, 1996

MacGillivray Partners
Chartered Accountants
Standard Life Centre
120 King Street West, Suite 650
Hamilton, Ontario
L8P 4V2

Dear Sirs:

In connection with your examination of the financial statements of the Board of Education for the City of Hamilton Foundation for the fiscal year ended December 31, 1995 we are writing at your request to advise you on the following matters:

We confirm our understanding that the examination which you have made was directed solely to the expression of an opinion on the financial statements of the Board of Education for the City of Hamilton Foundation, for the year ended December 31, 1995 and accordingly, that your procedures were limited to those which you considered necessary in the circumstances and, therefore, your examination was not designed, and cannot be expected, to disclose all irregularities which might exist.

To supplement the information in the records of the Board of Education for the City of Hamilton Foundation and to confirm certain information and opinions already given to you, we represent that, to the best of our knowledge and belief:

1. FINANCIAL STATEMENTS

The financial statements for the year ended December 31, 1995 which are the responsibility of management, have been prepared with due care and all material facts known to us have been considered in their preparation.

2. BOARD RECORDS

All financial records, including minutes of directors' meetings have been made available to you for your inspection.

3. OTHER MATTERS

A. There have been no -

(i) Irregularities involving management or employees who have significant roles in the system of internal control.

(ii) Irregularities involving other employees that could have a material effect on the financial statements.

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

B. There are no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.

C. There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements.

D. The Board of Education for the City of Hamilton Foundation has complied with all aspects of restricted and unrestricted donations that would have a material effect on the financial statements in the event of non-compliance.

E. There have been no communications from regulatory agencies concerning non-compliance with, or deficiencies in reporting practices that could have a material effect on the financial statements.

4. RELATED PARTY TRANSACTIONS

There have been no transactions entered into during the course of the year with related parties, (as defined by the C.I.C.A. Handbook, Section 3840).

5. LITIGATION

There are no legal actions or claims, pending or threatened, whether instituted by or against the Board of Education for the City of Hamilton Foundation.

6. SUBSEQUENT EVENTS

No events have occurred or are pending or in prospect and no facts have been discovered since the year end which would have a material effect upon the financial statements at the year end, or which are of such significance to the Board of Education for the City of Hamilton Foundation's affairs as to require mention in the notes to the financial statements.

Yours very truly

THE BOARD OF EDUCATION FOR
THE CITY OF HAMILTON FOUNDATION

per

Paul E. Shewfelt, CMA
Secretary and Treasurer

/fb

TO: The Chairman and Members of
Operations and Finance Committee
1996 - 05 - 14

FROM: Paul E. Shewfelt, Superintendent of Financial Services and Treasurer

PREPARED BY: Irene Polidori, Manager, Financial Services

RE: 1995 Annual Audited Financial Statements
for the Board of Education for the City of Hamilton

REPORT: Information/Decision

BACKGROUND

The financial statements for the Board of Education for the City of Hamilton for the year ended December 31,1995 were prepared by the Financial Services Department. The statements were audited by MacGillivray Partners, Chartered Accountants, the auditors appointed by the Board of Trustees.

Section 234 of the Education Act prescribes the publication and filing of the financial statements as well as the appointment of auditors.

ISSUE:

To review with the Trustees the 1995 Annual Audited Financial Statements for the Board of Education for the City of Hamilton along with the scope of work required to be performed.

RECOMMENDATION:

That the 1995 Annual Audited Financial Statements of the Board of Education for the City of Hamilton be approved.

ATTACHMENT:

Letter to MacGillivray Partners, Chartered Accountants, the auditors for the Board, concerning scope of work performed.

ENCLOSURE:

The 1995 Annual Audited Financial Statements of the Board of Education for the City of Hamilton.

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

1[illegible] Main Street West
Hamilton, Ontario
Telephone (416) 527-5092
Fax (416) 521-2536

100 ouest, rue Main
Hamilton (Ontario)
Téléphone (416) 527-5092
Fac-similé (416) 521-2536

Office of the Superintendent of Finance and Treasurer

Bureau du surintendant des finances et du trésorier

March 30, 1996

MacGillivray Partners
Chartered Accountants
Standard Life Centre
120 King Street West, Suite 650
Hamilton, Ontario
L8P 4V2

Dear Sirs:

In connection with your examination of the financial statements of the Board of Education for the City of Hamilton for the fiscal year ended December 31, 1995 we are writing at your request to advise you on the following matters:

We confirm our understanding that the examination which you have made was directed solely to the expression of an opinion on the financial statements of the Board of Education for the City of Hamilton, for the year ended December 31, 1995 and accordingly, that your procedures were limited to those which you considered necessary in the circumstances and, therefore, your examination was not designed, and cannot be expected, to disclose all irregularities which might exist.

To supplement the information in the records of the Board of Education for the City of Hamilton and to confirm certain information and opinions already given to you, we represent that, to the best of our knowledge and belief:

1. FINANCIAL STATEMENTS

The financial statements for the year ended December 31, 1995 which are the responsibility of management, have been prepared with due care and all material facts known to us have been considered in their preparation.

2. BOARD RECORDS

All financial records, including minutes of trustees' meetings have been made available to you for your inspection.

3. OTHER MATTERS

A. There have been no -

(i) Irregularities involving management or employees who have significant roles in the system of internal control.

(ii) Irregularities involving other employees that could have a material effect on the financial statements.

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

B. There are no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.

C. There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements.

D. The Board of Education for the City of Hamilton has complied with all aspects of contractual agreements that would have material effects on the financial statements in the event of non-compliance.

E. The Board of Education for the City of Hamilton has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged.

F. There have been no communications from regulatory agencies concerning non-compliance with, or deficiencies in reporting practices that could have a material effect on the financial statements.

4. RELATED PARTY TRANSACTIONS

There have been no transactions entered into during the course of the year with related parties (as defined by the C.I.C.A. Handbook, Section 3840).

5. ACCOUNTS RECEIVABLE

A. Accounts receivable, including tuition fees from other school boards, are correctly described in the records and represent valid claims as at year end, against the persons or companies indicated. Current accounts receivable are expected to be collected within twelve months.

B. The accounts receivable are free from hypothecation or assignment.

C. Adequate allowance has been made for any losses from uncollectible accounts, including costs or expenses which may be incurred with respect to services rendered prior to the year end.

6. INVENTORIES AND PREPAID

Inventories and prepaids reported on the balance sheet are fully reserved.

7. CAPITAL ASSETS

A. The historical cost and accumulated depreciation of capital assets are not reported for financial statements purposes. Instead the "Capital outlay to be recovered in future years", which represents the outstanding principal portion of unmatured long-term liabilities and the related temporary financing at the year end is reported on the balance sheet.

B. Property and equipment sold or dismantled have been properly accounted for in the books of the Board.

C. The Board has good title to the properties represented by the balances carried in the capital fund accounts and there are no liens, mortgages or other charges against any of the capital items shown on the books of the Board, except those represented by capital leases of computer equipment.

8. LIABILITIES

A. All liabilities of the Board of Education for the City of Hamilton incurred to the year end, including all liabilities relating to downsizing decisions, were correctly recorded on the books.

B. At the year end, there were no contingent liabilities (including guarantees, matters-in-suit or in dispute, and any environmental concerns) or commitments (other than for purchases in the normal course of business), except as reported in the notes to the financial statements.

C. Principal and interest charges on long-term liabilities are not accrued for the periods from the dates of the latest installment payments to the end of the fiscal year.

D. The commitments for gratuity payments under the retirement gratuities plans are funded by means of a reserve fund. The reserve has been funded in accordance with a 1987 Actuarial Report. The latest actuarial evaluation dated January 1, 1995 indicates an increase to the funding is required in order to adequately provide for the benefits under the gratuity program.

9. RESERVE AND RESERVE FUNDS

All reserve and reserve funds have been properly recorded.

10. CAPITAL EXPENDITURES

All capital expenditures and their sources of financing have been properly recorded.

11. LITIGATION

All legal actions and claims, pending or threatened, whether instituted by The Board of Education for the City of Hamilton or against The Board of Education for the City of Hamilton have been disclosed in our letters to the Ontario School Board Insurance Exchange and Dalton Insurance Brokers Ltd., dated February 19, 1996, copies of which have been furnished to you.

12. SUBSEQUENT EVENTS

No events have occurred or are pending or in prospect and no facts have been discovered since the year end which would have a material effect upon the financial statements at the year end, or which are of such significance to the Board's affairs as to require mention in the footnotes to the financial statements.

Yours very truly

THE BOARD OF EDUCATION FOR
THE CITY OF HAMILTON
per

Paul E. Shewfelt, CMA
Superintendent of Financial Services and Treasurer

/fb

That the following ad hoc committees be reconstituted for 1996 and that the Chairman of the Board appoint five members to each:

• **CHILD CARE COMMITTEE** and that the mandate of the Committee be to

(a) review(annually) the Child Care Programs in accordance with the Criteria and Weighting Formula for School/Child Care Link-up and present their recommendations to the Board for approval *as soon as possible [*usually in May of each year]

and

(b) review the draft contract and draft Letters of Understanding between the Hamilton Board of Education and Child Care Centres.

[Clause (a) adopted at the June, 1994 Board
Clause (b) adopted at the November, 1995 Board]

• **HIV/AIDS INFECTION POLICY REVIEW COMMITTEE** and that the mandate of the Committee be to review current practices [at least on an annual basis] and assess the need for the revision of policies in line with current developments in the medical/legal communities while maintaining a close liaison with the Medical Officer of Health in evaluating all new information with respect to AIDS/HIV. (Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus Infection). [Adopted at the March, 1988 Board]

• **POLICY REVIEW COMMITTEE** and that the mandate of the Committee be to review all policies of the Board and report back to the Operations and Finance Committee before the end of November, 1996.

• **TRANSPORTATION COMMITTEE** and that the mandate of the Committee be to *review the pilot project on the use of video cameras on school buses and report back to the June meeting of the Operations and Finance Committee and that the Transportation Committee remain extant for future referrals by the Board. [*Adopted at the November 1995 Board]

• **TRUSTEE COMMUNICATIONS COMMITTEE** and that the mandate be to investigate the impact of electronic information gathering, processing and dissemination available to trustees in an attempt to establish communication guidelines for trustees that could be used [in the production of newsletters*] and other forms of trustee communications and that the Committee report to the Operations and Finance Committee. * completed

[Adopted at the April 1994 Board]

1996 05 14

TO: The Chairman and Members of Operations & Finance

FROM: Rick Binns, Superintendent of Human Resources Services

RE: **PURCHASE OF SUBSTITUTE EMPLOYEE MANAGEMENT SYSTEM**

BACKGROUND

In 1993, the Ministry of Education and Training provided a special one-time restructuring grant. From this grant, $50,000 was reserved for the purchase of a substitute employee management system to automate the process of employee absence reporting, substitute selection, substitute notification and substitute assignment. It consists of computer hardware and software that works in conjunction with the public telephone system seven days per week, 24 hours per day. The system automatically calls the most qualified available substitute from within the data base for the dates in question.

In preparation for the purchase of an automated system, a *Request for Information* on Substitute Employee Management Systems was distributed in Spring, 1995. Four submissions were received and it was determined that Telecommunications Support Systems, Inc. was the most able to meet our requirements. Also, this company has their system operating successfully in eighteen other Boards of Education throughout Canada. The cost is approximately $100,000 plus $1000 per month maintenance fee and an additional cost of approximately $7,200 for telephone lines.

ISSUE

The funds in the reserve account are required to be combined with the 1996 budgeted amount to provide the necessary funds to complete the purchase of this system

RECOMMENDATION

The $50,000 plus interest in the reserve account be applied towards the purchase of the Substitute Employee Management System.

RATIONALE

The purchase of this system will provide a more efficient method for the arrangement of substitute staff. If the system is purchased in late May, necessary training of staff, installation and preparation of the data base could occur to allow the system to be in operation for the Fall, 1996. Teaching staff would be the first group on the system with continual monitoring to determine when other groups can be added.

Prepared by: Marian Avery, Human Resources Officer

Adopted at the 1995 11 Operations and Finance Committee and Board meetings:

That an ad hoc trustee committee of five (5) trustees, to be called the Budget Analysis Committee, be formed under the following conditions:

(a) That the committee examine all expenditures including salaries and wages; benefits; travel expenses; personnel training; bursaries and student aid; books, films and software; energy costs; repairs, building and grounds; supplies and services; new and replacement equipment; debt charges and capital loan interest; capital from current; permanent improvements; rentals; fees, transportation and other contractual services; transfers to other boards; working capital; charge back on taxes; and provision for reserves and other expenses, for consideration in the 1996 budget.

(b) That the areas of expenditures and revenues be identified where long-term savings, or increased revenue acquisition, may be found beyond the 1996 budget year.

(c) That recommendations, with the pros and cons and the supporting documentation, be brought to each regular and, where requested, any special meeting of the Operations and Finance Committee until the completion of the 1996 budget.

(d) That the life of the committee shall be until the conclusion of the 1996 budget.

(e) That a review of the strengths and weaknesses of the ad hoc committee be debated at the first regular meeting of the Operations and Finance Committee after the completion of the 1996 budget.

(f) That agendas and minutes of the ad hoc committee be sent to all trustees.

Hamilton Board of Education
Education Centre
1996 05 14

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests by approved:

(i) Glen Brae, Grade 6, Outdoor Education, Camp Wanakita, Haliburton Area, 1996 10 01-04 (Tuesday to Friday)

(ii) Hampton Heights, Grades 6-8, Camp Wanakita, Haliburton Area, 1996 06 05-07 (Wednesday to Friday)

(iii Delta, Grades 11-OAC, Stratford Festival, Stratford, 1996 05 24 (Friday)

(iv) Sir Allan MacNab, Grade 12, Tour of the Hydro Generating Plant, Niagara Falls, New York, 1996 05 28 (Tuesday)

(v) Sir Winston Churchill, Special Needs Students, Outdoor Education, Valens Conservation Area, 1996 06 04-06 (Tuesday to Thursday)

Respectfully submitted

D. W. Goodridge
Director of Education
and Secretary

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1996 06 11

Confirmation of the minutes of the regular meeting of 1996 05 14 and special meeting of 1996 04 04.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES

1. School Council Update — **Pages 1 to 33**

2. Update on Energy Management Plan — **Page 34 to 40**

3. Managed Employee Benefit Care Cooperatives — **Pages 41 to 44**

NEW BUSINESS:

1. a) School Year Calendars
   b) Holiday Schedule for the Education Centre and Secondary School Offices

2. a) Annual Report on System Safe Schools Program — **Pages 45 to 78**
   b) Ad Hoc Committee - requested by Trustee Bishop — **Pages 79 to 81**

3. Student Transportation:
   a) Verbal Update re 1996 03 21 Final Report of the Transportation [Special Education] Working Group — **Pages 82 to 89**
   b) Video Cameras on School Buses — **Pages 90 and 91**
   c) Tri-Board Transportation Study — **Pages 92 to 94**
   Plus separate attached document coded separately CA4ONHBLW26 96T61
   d) Status Report on Student Transportation — **Pages 95 to 104**

4. Review of the Budget Analysis Committee — **Page 105**

5. Operational concerns - transportation software and employee management system and IIS - requested by Trustee Cunningham

6. Budget Process - requested by Trustee Cunningham

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education and Secretary — **Page 106**

2. Report of the Special Education Advisory Committee — **Page 107**

The Board of Education for the City of Hamilton

Le Conseil de l'éducation de la ville de Hamilton

50 Millwood Place
Hamilton, Ontario
L9A 2M8
Telephone (905) 574-1668
Fax (905) 574-8151

50, place Millwood
Hamilton, Ontario
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Fac-similé (905) 574-8151

Office of the Assistant Superintendent of Schools
Mountain Schools

Bureau de l'Adjoint au surintendant des écoles
Écoles de la haute ville

June 11, 1996

TO: Operations and Finance Committee Members

FROM: P.C.E.P. Steering Committee
(Parents and Community as Effective Partners)

RE: ***SCHOOL COUNCIL UPDATE***

****

As indicated in a January 25, 1996 Memo, the P.C.E.P. Steering Committee plans to keep you abreast of the development of the School Council initiative by providing you with recently developed materials.

1) In January we provided you with,
   a) a parent pamphlet on School Councils which was distributed to all families
      and
   b) an insert which was placed in school newsletters outlining the process and timelines for establishing School Councils.

2) In March we provided you with a package developed by the Level 5 Committee on School Council Elections.

3) Since then,
   a) An "In-Service Team" has provided support to school administrators on:
      (i) the school council election process
      (ii) conducting the initial school council orientation meeting in June
      (iii) conducting the September council meeting
      (iv) on-going training and support for school council members.
      (see attached package)

   b) As reported earlier, all schools are utilizing a Ministry Working Document titled "Getting Started" - a resource guide for establishing school councils. We are awaiting the release of the School Council Handbook. This will contain some of the information in "Getting Started", as well as training modules to prepare the new council members for their work.

....2

4) Following the May 23rd election process, all Hamilton schools now have a School Council as per Ministry Memorandum P.P.M.122. By the Fall, School Councils will have appointed their community members as per membership mandate.

5) The P.C.E.P Steering Committee is currently developing:
   a). a framework for a School Council constitution
   b). an appeals process
   c). a system in-service process for school council chairs
   d). a process for school councils to provide advice to the Board where appropriate.

At the June 11, 1996, Operations & Finance meeting, we are prepared to clarify any item in the attached material and to answer any questions.

Merv Matier
Assistant Superintendent of Schools,
Mountain

Stew Thompson
Assistant Superintendent of Schools,
Lower City

MM/ga
att.

SCHOOL COUNCIL IMPLEMENTATION IN-SERVICE TEAM

OVER-ALL CONSIDERATIONS

As principals wrestle with the details and the many decisions related to the establishment and operation of their first School Council, your PCEP in-service team would like to ***gently*** remind you *(OK, maybe not so gently)* about some ***common sense-type*** considerations.

- The Principal / Chair relationship will be an important factor in the Council's operation.
- Site-based designs which meet the unique needs of each school have the best chance for success. Don't hesitate to modify anything your receive from us or anybody else.
- Move at your own pace. One that is right for you, your school, and your Council.
- Pick "SAFE" issues / challenges for your group's initial experiences.
- All meeting agendas in this package are only suggestions.
- You may want to consider differentiating between Council Orientation Meetings, Council In-Service, and School Council Meetings in both practice and language. REMEMBER: School Council Meetings are OPEN meetings.
- Council Members could benefit from maintaining a Council Binder, provided by the school to help keep their ducks in a row! Sample ducks could be:
  - Policy Memorandum 122
  - ***Getting Started*** or parts thereof
  - PCEP Initiatives Document (selections)
  - ***OPS Viewpoints*** (July '95)
  - Hamilton Board's Policy re: School Councils
  - Dispute Mechanisms (to be developed)
  - Constitution (to be developed)
  - School-based Information eg: Map, School Plan, Organization etc

JUNE ORIENTATION MEETING PROPOSED AGENDA

CONSIDERATIONS / REFERENCES

1. Welcome
(if that's it, go directly to last bullet!!)

➤ use your head

2. Introductions

- strategies may vary based on the familiarity of those in attendance

➤ check old Staff Development files for Ice Breakers

3. Review of the Parents & Community as Effective Partners

- 5 Levels of involvement
- recognition of all components
- review School Council role in this context

➤ see overhead package
➤ refer to PCEP file re: Initiatives document
➤ be prepared to put levels into your own school context
School Council role should be kept general with keying on the advisory nature of the role

4. Review of the School Council Model

- as per PCEP decisions
- reviewing terms of appointment
- mandate
- role expectations (chair, recorder, other ??)
- other partner relationships
- including clarifications (Are we aligned?)

➤ have your PCEP decisions available as a resource .... hard copy a good idea!
  - transition positions & selection process
  - who are your 1yr. / 2yr. councillors?
  - link with your existing parent group?
  - other partners

➤ provide copies for each re: 122, etc (a binder may be provided to assist them in organizing Council material)

5. Business of the Day

- framework for meetings (In-service for US vs Regular School Council Meetings)
- establish meeting dates & times
- election (selection) of chair ?
- identification of potential community representative(s) & process of selection
- possible agenda items for the future

➤ stay away from Saturday's & Sundays!
➤ a *What do we have in our community?* brainstorming activity may be valuable.

6. FAREWELL & THANKS!

School Council In-Service Team - April '96 Elected Chair or Principal

SUGGESTED SEPTEMBER ORIENTATION MEETING AGENDA

ITEM	CONSIDERATIONS/ ACTIVITIES	SUGGESTED TIMELINE
I. Welcome	Review of June Meeting	
II. Why are we here?	Review of Responsibilities of members.	5 minutes
IIIA. What is the role of the School Council?	Policy Memo 122 (refer to Getting Started: memo 122 - pg. 24-29, Jigsaw activity No.2 - pg. 15-16, accompanying worksheets Pg. 53-56.	30 - 40 minutes
IIIB. Clarification of Roles	Staff, Student, Parent, Principal community rep. (short discussion)	
IV. Finalize Council Membership	- refer to the number of reps agreed upon by P.C.E.P. committee - establish criteria for selecting community member (refer to school plan, mission, existing community partnerships, etc.) - using criteria, call for names* and establish method to select community member. - selection/election of transition parent representative as per P.C.E.P. plan. - address issue of filling any outstanding vacancies (if any). - plan to welcome new members.	15 - 25 minutes

ITEM	CONSIDERATIONS/ ACTIVITIES	TIMELINE
V. Selection of Chair (if not selected at June meeting)	- Review the role and responsibilities of the chairs. - Determine method for naming chair. (acclamation/consensus/vote) It is recommended that you allow each candidate to outline experience/interests prior to selection - Call for names* and confirm candidates interest in position. - select chair N.B. incumbent to link with Principal to review agenda prior to first Fall Council Meeting.	15 - 25 minutes
VI. Where do we go from here?	First Full Council Meeting and beyond - provide a brief description of the process and work ahead.	5 - 10 minutes
VII. Establish Future Meeting Dates & Times		5 minutes
VIII. Adjournment.		5 minutes
		2 hours max.

* We believe it is critical for the Principal to do some advance work (likely at the June meeting) to ensure appropriate names are brought forward for chair and community rep. You should have willing, informed candidates lined up prior to the September meeting.

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

OFFICIAL BALLOT
For School Council
Parent/Guardian Representative

School _____

Vote For No More Than _____ Candidates On This Ballot.
(Voting for more than the above number of candidates will spoil your ballot.)

PLACE A 'X' IN THE BOX BEFORE THE NAME(S) OF THE CANDIDATE(S) OF YOUR CHOICE.

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

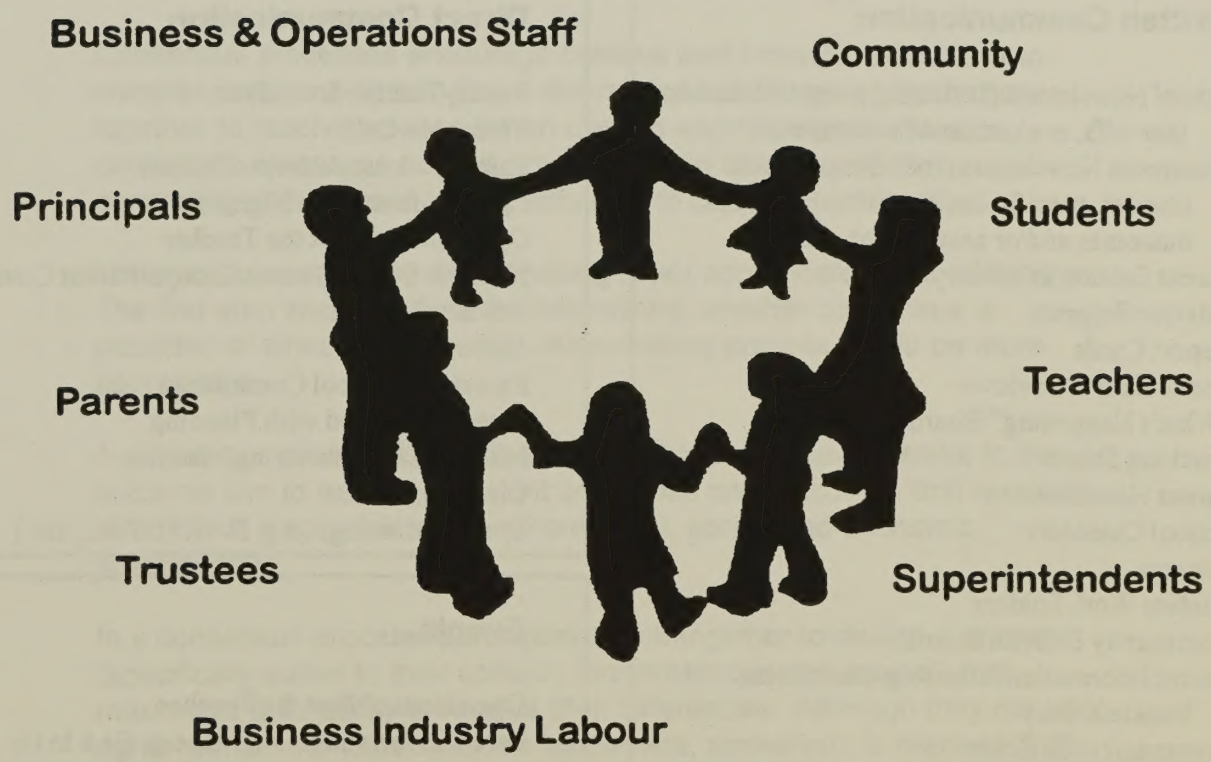
☐ _____

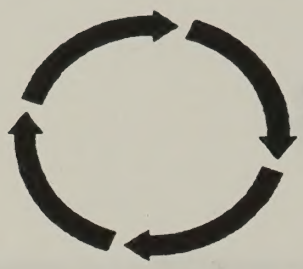
☐ _____

☐ _____

☐ _____

Teams


Business & Operations Staff
Community
Principals
Students
Parents
Teachers
Trustees
Superintendents
Business Industry Labour



Communication Collaboration & Support

Schools and the community value effective communication.
There are four broad areas of Communication, Collaboration & Support:

1. Written Communication
2. Direct Communication
3. Events
4. Program Support

The following is a list of practical suggestions and exemplary practices in each of the 4 areas:

Written Communication

School Newsletters (including parent education, tear-offs, evaluation of events, etc.)
Classroom Newsletters (including general interest, specific outlines of unit of work, outcomes and/or assessment, etc.
Parent Section in Library
Advisor Program
Report Cards
Curriculum Overviews
"What's Happening" Board
Tracking Sheets
Parent Handbooks
School Calendars
Surveys
Student Work Folders
Community Bulletin Board
Parent Information Area (e.g. pamphlets, booklets, etc.)
Communication Books
Student Reminder Binders
News Updates (e.g. emergencies)

Direct Communication

Parent-Teacher Interviews
Telephone Calls
Parent pick-up & drop-off times
Parent Information Nights
Open House/Meet the Teacher
Home & School/Parent Groups/Parent Councils
Advisor Programs
Coffee Klatsch
Parents on School Committees
Parents Involved with Planning
Messages on Answering Machine
Classroom Visits
Special Meetings (e.g. DART, IPRC, etc.)

Events

Open House/Meet the Teacher
Parent Information Nights (e.g. Gr.8 to Gr. 9)
Special Events (e.g. assemblies, playdays, fairs)
Fund-raising
Supervision on School Trips

Program Support

Volunteers
Classroom Visits
Curriculum Overviews
Classroom Visits
Parent Section in Library
Home & School/Parent Groups/Parent Councils
Parents on School Committees
Parents Involved with Planning
Communication Books
Reminder Binders
Trip Supervision

Guiding Principles of the Concensus Process

Many of the decisions we face in the years ahead demand that we find ways to listen to opposing points of view, and find ways to accommodate deeply held and differing values. Conventional decision-making mechanisms tend to exclude rather than include diverse interests and do not cope well with the complexity that issues of sustainability present.

Consensus processes encourage creative and innovative solutions to complex problems by bringing a diversity of knowledge and expertise together to resolve issues. When used in appropriate situations, consensus processes reward expenditures in time and effort by generating creative and lasting solutions to complex problems.

However, consensus decision-making is not appropriate for all situations. The first step should always be determining whether consensus is possible, or whether another decision-making process would be more appropriate.

A consensus process is one in which all those who have a stake in the outcome aim to reach agreement on actions and outcomes that resolve or advance issues relate to environmental, social, and economic sustainability.

In a consensus process, participants work together to design a process (specifically suited to their abilities, circumstances and issues) that maximizes their ability to resolve their differences. Although they may not agree with all the aspects of the agreement, consensus is reached if all participants are willing to live with "the total package."

Consensus processes do not avoid decisions or require abdication of leadership -- but call upon leaders to forge partnerships that work toward developing solutions. A consensus process provides an opportunity for participants to work together as equals to realize acceptable actions or outcomes without imposing the views or authority of one group over another.

Guiding Principles of the Concensus Process

Consensus processes are participant determined and driven -- that is their very essence. No single approach will work for each situation -- because of the issues involved, respective interests and the surrounding circumstances, certain characteristics are fundamental to consensus:

Principle #1 Purpose Driven
People need a reason to participate in the process.

Principle #2 Inclusive Not Exclusive
All parties with a significant interest in the issues should be involved in the consensus process.

Principle #3 Voluntary Participation
The parties who are affected or interested participate voluntarily.

Principle #4 Self Design
The parties design the consensus process.

Designing a consensus process enables the participants to become better acquainted before they deal with difficult substantive issues.

It is important to take time at the beginning to:

- ⇨ define the issues clearly;
- ⇨ assess the suitability of a consensus process for each issue -- as opposed to other decision-making processes;
- ⇨ clarify roles and responsibilities for everyone involved;
- ⇨ establish the ground rules for operating.

Principle #5 Flexibility
Flexibility should be designed into the process.

Implementation Model

1. What Should Councils Avoid?

Many educators agree on what local school councils should avoid. For example, they should not:

- ⇨ make decisions that violate school board policy;
- ⇨ try to take on the role of principal, superintendent, or school board, each of whom must maintain unique and specific legal responsibility for the school system; nor
- ⇨ venture beyond the limits of their expertise or their assignments.

5 Steps in Effective Local School Council Operation

To serve local school needs most effectively, a council must be systematic in its approach to assignments. Here are five basic steps for getting organized:

① Planning

The council, working in collaboration with the school principal and staff, should determine the issues it will address or the problems or needs it will take on behalf of the school. Plans and activities should be consistent with the overall mission of the school district.

② Assessment

Working with the school principal and staff, the council should gather information that will contribute to the appropriate handling of its assignment. Informed judgement is essential. Depending on the issue at hand, useful information might include: a demographic profile of the school, dropout rates, test scores, results of school climate surveys, attitudes of parents and other citizens, and how the community gets its information about the school. Members of councils might be especially interested in learning whether and how their work is contributing to a better education for students in the classroom.

③ Goal

Working with the principal, the council should establish clear goals and objectives about what it hopes to achieve by taking on certain projects or addressing specific issues.

④ Strategy Development

Once the objectives are in place, the council, still working in tandem with school staff, should develop an action plan. What specifically will the council do to reach its objectives on behalf of the school.

⑤ Evaluation

As it moves forward with a project, the council should informally discuss how well things are going. Regular evaluations should be sought form the school principal. When a project is completed, the council should determine how well it did in reaching its stated objectives. What the effort a great success? Did the effort contribute to better education for students? Did the council take on more than it could handle? What should the council do differently next time? Of course, the results of formal and informal evaluations should be considered in developing future plans, objectives, and strategies.

From an executive summary of a paper researched and written by Dr. Peter N. Ross. *OPSOA Speaks*, September, 1994

How to make your Council a Team

What is a Team?

A team is a group of individuals who must work interdependently in order to attain their individual and organizational objectives. Teams can be differentiated from other types of groups by certain definable characteristics.

A team can be defined as a collection of individuals formed to carry out a set of tasks or to accomplish a goal. Team members have mutually interdependent purposes, so that the success of one team member is contingent on the success of the others. In addition, each person has a sense of belonging or membership, and all team members accept certain behaviours based on group norms, procedures and constraints.*

According to Reilly and Jones (1974), there are four essential elements.

- the group must have a charter or reason for working together,
- members of the group must be interdependent -- they need each other's experience, ability, and commitment in order to arrive at mutual goals,
- group members must be committed to the idea that working together as a group leads to more effective decisions than working in isolation, and
- the group must be accountable as a functioning unit within a larger organizational context.

* Fran Rees, "How to Lead Work Teams"

Why Teams?

Synergy

- *what is energy to an individual is synergy to a group*
- *group effort results in a better performance than that achieved by the group's most competent member*

Interdependence

- *most products and services are too complex and respective technologies too specialized, for any individual to accomplish alone*

Support Base

- *average adult spends most of waking hours in a work setting*
- *teams have the potential to provide social and emotional support for members, producing a more satisfying and work-productive environment*

Assumptions Teams Make

- all the talent necessary to allow the team to be anything it wishes is already present within the group
- everyone already knows what he or she wants to do; the prime factor is on how the members are stopping themselves from doing what they want
- the team's maximum potential for strength and effectiveness is limited only by the limitations each individual member sets on his or her potential
- the work itself is potentially exciting

Characteristics of High Performing Teams

Output:	combined results beyond any individual contribution
Objectives:	shared understanding of purpose and mission
Energy:	strength that members take from one another for synergy
Structure:	creative mechanisms for dealing with organization, procedure, roles, control, and leadership
Atmosphere:	spirit and culture that is open and supporting and permits risk-taking and confidence sharing

Improving Work Groups, D. Frances and D. Young

Successful Teams

Successful Teams Have...

1. **A shared goal/mission that everyone knows and agrees on and is committed to accomplishing**
   a. Team members have participated in setting the goals.
   b. Team members have discussed the task and how best to accomplish it.
   c. Everyone feels a high degree of involvement.
   d. Each member feels that he/she makes a difference to the overall result.

2. **A climate of trust and openness**
   a. The team creates an environment where members are comfortable and informal.
   b. People are willing to take risks.
   c. It is a growth and learning climate where people are involved and interested.

3. **Open and honest communication**
   a. Team members feel free to express their thoughts, feelings, and ideas.
   b. Members listen to each other and everyone feels free to put forth an idea without being criticized or embarrassed.
   c. Conflict and disagreement are viewed as natural and are dealt with.
   d. Reflection time is structured and feedback is given to team members on how they affect the team.

4. **A sense of belonging**
   a. There is a sense of participation and high-level of involvement.
   b. There is a high commitment and pride in team's accomplishments.

5. **Diversity valued as an asset**
   a. Team members are viewed as unique people with valuable resources.
   b. Diversity of opinions, ideas, and experience is encouraged.
   c. Flexibility and sensitivity to others is practised.

6. Creativity and risk-taking are encouraged

a. Team members are encouraged to take risks.
b. Mistakes are seen as part of learning through experimentation.
c. Constant improvement can only occur when people are trying new ways and making suggestions for improvements.

7. Ability to self-correct

a. Team constantly improves itself by examining its processes and practices.
b. Open discussion attempts to find the causes of problems and then the team develops solutions instead of letting problems worsen.

8. Members who are interdependent

They need each other's knowledge, skill, and resources to produce together what could not be done alone.

9. Members make decisions together and have acceptance and support of entire team to carry them out.

10. Participative leadership

Whether the group has a designated leader or leadership shifts among the members, the leader does not dominate the group.

Harper, Ann & Bob. *Skill-Building for Self-Directed Team Members*. New York: MW Corporation , 1992

Teamwork

Your personal guide to working successfully with people

Be an Effective Member Of a Work Group

We often hear about the importance of being a good team player, but the term seems to be a cliché, since rarely do we hear the qualities of a good team player defined. So let's take a look at what the experts in industrial relations identify as the qualities of a good team worker.

1. A willingness to sacrifice for the benefit of the team. For a team to be successful, it must merge many personalities into one working unit. The emphasis is not on individual recognition when you're part of a team, and that's the way it should be. If you're a good team player, that won't bother you. You'll be happy to bask in the glory the entire team gets from doing the job well.

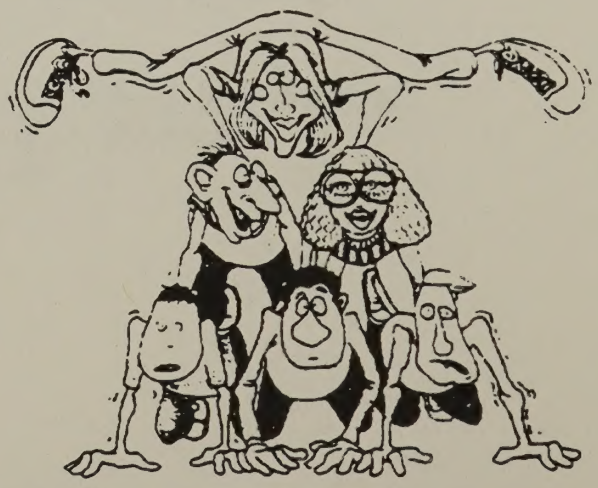
2. A willingness to let the team leader lead. You should be willing to let the team leader lead the group he or she has assembled or the group that was assembled for this person by higher-ups. If you absolutely cannot work for the team leader, say so at the outset, and try getting another assignment. Just as you were chosen because of your special skills, so was the team leader. Most likely management sees this person's leadership abilities, and it wants this person - not you - to determine the overall direction the team takes.

3. The ability to contribute your best as a team member. Maybe you don't work well as part of a team. Maybe you've always been a "loner" and always will be. If that's the case, avoid team assignments as much as possible. If, however, you are selected for a team, even under protest, by all means contribute your best. If management wants you on a team, it's because you have specific expertise they want to utilize. Do your best to contribute in your specialized area. And, if that means you're going to be in conflict with the team leader, then that's the way it must be. This is the only exception to Rule 2, cited earlier.

4. A spirit of compromise. Teams usually make decisions by consensus. Everyone speaks his or her mind and then the decision is made. Once the decision is final, it is your obligation as a team member to support it in public. Usually, serving on a team means abiding by its decisions, and to arrive at those decisions usually means you must be able to compromise.

5. A willingness to try something new. Good team members are like good explorers. They are always looking for something new. The old ways may be quite good and logical, but that doesn't mean there isn't room for improvement. Usually the best team members keep an open mind.

6. The ability to see things clearly and to solve problems easily. Often teams are assembled from many different disciplines to tackle vexing problems too complicated for any one department to solve. In these instances especially, it is important to be able to see things clearly. If you can accurately define the problem, it is half-solved. Cultivate a problem-solving ability, and you'll be asked to serve on many teams. – David Grant



Teambuilding Ideas

5 Aims of Teambuilding

1. Getting acquainted
2. Team identity building
3. Experiencing mutual support
4. Valuing individual differences
5. Demonstrating synergy

Teambuilding Activities for the First Meeting

1. Each person has 4 post-it notes.
2. On each post-it, each person writes one idea about

   a) how they would like to be treated as a council member

   or

   b) how they would like the committee to function
3. Pairs share their individual notes, sticking those together that are similar.
4. Each pair meets with another pair, continuing the process of grouping like post-its.
5. Continue the grouping process until all post-its have been reviewed.
6. Label the categories created by the post-its.
7. Group then develops some principles that reflect the intent of the categories.

– Pam Robbins, 1993

Teambuilding Idea

Structure: Roundrobin

Pick one question to use at the beginning of a team meeting. Give each team member think time and then quickly whip around the team giving each team member time to share his/her answer.

- What was the most interesting period in your life?
- What was the most difficult period in your life?
- What instrument in the orchestra best represents your personality?
- How do you happen to be doing the work you're presently doing?
- What things do you do very well?
- What are some things you want to stop doing?
- What is one thing no one knows about you?
- What are some things you are learning right now?
- What are your favourite things to do?
- What are some experiences you're looking forward to having in the future?
- What's the best team experience you've ever had?
- Tell about a missed opportunity.
- What are some values you're committed to?
- What's an issue you feel strongly about?
- What are some things you'd like to get better at?
- Talk about something you successfully changed.
- Discuss an important person in your life.
- How do you envision your life ten years from now?
- Talk about something you successfully changed.
- For what would you want to be known in the book of *Who's Who?*
-
-

Dr. R. Billmeyer & Jacquie Estee

Ways to Build Relationships With Others

- Listen more and talk less.
- Talk with people rather than at them.
- Notice and acknowledge others' feelings
- Attend to the little things as well as the big ones.
- Give congruent messages.
- Understand the power of nonverbal messages.
- Share something of yourself with others
- Invite others' ideas and act on them.
- Demonstrate trust.
- Understand people's basis needs.
- Promote empathy for others' viewpoints.
- Explicitly develop social skills.
- Demonstrate patience.
- Care enough to confront constructively.
- Be consistent in the way you treat people.
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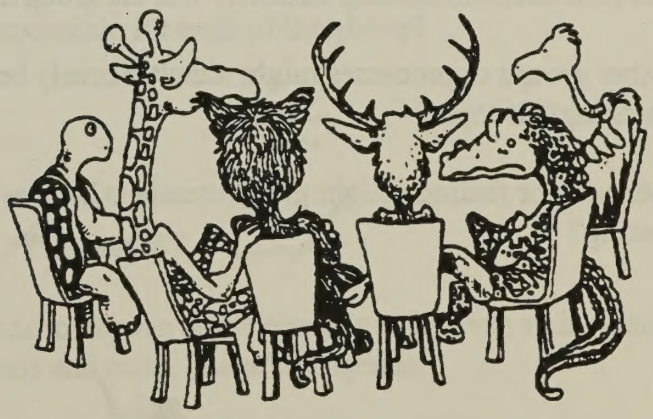
Notes
School-
Community
Councils

Planning the Meetings



Designing Decision Making Meetings

What is the *Context* for this meeting?

1. What information do you want from the group leader or group members prior to planning an agenda?

2. What information might you want to provide group members prior to the meeting?

3. What presuppositions are contained in the stated purpose or goals of the meeting?

4. Is this a single or multiple meeting topic?

5. What level of decision making authority will the group have?

6. What other groups or processes might simultaneously be addressing or influencing this topic?

7. What attitudes or feelings might group members have as they begin this meeting?

What are the meeting *Outcomes*?

1. What outcomes will be achieved by the end of the meeting?

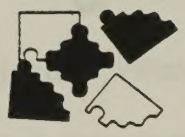
2. How will you know the meeting is a success?

Cognitive

Affective

Product

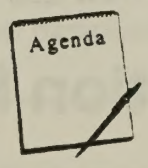
Designing Decision Making Meetings



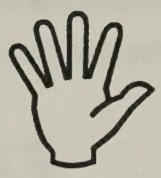
What *Logistics* need to be considered?

1. Who should help plan the meeting?
2. Who should attend?
3. What is the meeting time, date, and location?
4. What materials and facility arrangements are needed?
5. What communication systems will be used to support people in preparing for the meeting?
6. Who is responsible for each of the above?

What is the *Agenda*?



1. What needs to happen at the opening to provide an inclusion experience, define goals and roles, and adopt agenda?
2. What terms need to be defined?
3. What questions, in which sequence, must the group answer to achieve its outcomes?
4. How much time will be assigned to meeting topics?
5. What processes and language will be used to maintain group member efficiency, flexibility, craftsmanship, consciousness and interdependence?
6. What closing activities will insure clarity on group decisions and who is to do what by when as next steps?



5 Conditions for Successful Meetings

- ✓ One Process
- ✓ One Content
- ✓ Balanced Participation
- ✓ Protection From Attack
- ✓ Understanding and Agreement on Roles

Robert J. Garmston, Facilitation Associates

School Councils

Worksheet for Planning a Meeting

1. **Objective**: What key results do you want to achieve?

_____

_____

2. **Timing**: How long should the meeting last? When is the best time to hold it?

_____

_____

3. **Participants**: Who should attend? Be sure to include those with authority to decide, those whose commitment is needed, and those who need to know.

_____

_____

4. **Agenda**: What items should be deal with? Who is responsible for preparing and distributing the agenda? How will participants help in developing the agenda?

_____

_____

5. **Physical Arrangements**: What facilities and equipment are required? How should the meeting room be arranged?

_____

_____

6. **Role Assignments**: What role assignments need to be made? For example, scribe, secretary, timekeeper, and discussion moderator.

_____

_____

7. **Evaluation Method**: How will the meeting be evaluated in order to improve the next sessions?

_____

_____

Strategies for Productive, Effective Team Meetings

(A good starting point for a team is to negotiate which of these they will use.)

1. Start on time.

2. Encourage *Excitement Sharing*. Each meeting begins with the leader saying something like, "What is new and exciting in your lives since we last met?" Anyone who feels like it then briefly shares with the group any new and exciting experience, insight, feeling, etc.
   Some advantages of excitement sharing are:
   - *it helps start meeting on time* since everyone does not have to be there to begin (since it is enjoyable, however, it encourages people to arrive on time);
   - it helps participants get to know each other better.

   Caution: One danger is hat excitement sharing could go on for hours; therefore, don't go beyond an agreed-upon limit, say 10 minutes.

3. Review and develop the meeting *agenda*. Near the beginning of each session, the agenda should be reviewed so that it can be changed or expanded to accommodate new ideas and priorities. The agenda should be handed out or recorded on newsprint in view of the whole group.

4. Set *time limits* for the meeting and perhaps for individual agenda items. You may have to set some agenda priorities.

5. Take *Action Minutes*. It is easy for a group to forget "*who* was going to do *what* by *when*?" Action Minutes provide a very complete but streamlined material record.

6. Conduct one piece of business at a time. It may help to appoint one member of the group as a *task minder.*

7. Route off-task insights or problems to an *Odds and Ends List* for later attention. Often in the course of a meeting, problems or issues are raised that can sidetrack the group from its agenda. When these problems or issues are significant but not relevant to the task at hand, they can be routed to an Odds and Ends List which is carried forward to future meetings on the Action Minutes.

8. Continually work on the *group's process*.
   - Encourage participation by all, even the quietest members. (Participation is a right... and a responsibility.)
   - Communicate authentically. What a person says should reflect what he or she thinks as well as feels.
   - Conduct group business in front of the group; conduct personal business outside of the meeting.
   - Develop conditions of respect, acceptance, trust, and caring.

Developing Operating Principles/Norms with the Council

A suggestion to improve meeting effectiveness is to establish principles specifying how the group members will work together. These are best generated by the meeting leader through discussion and agreement with participants.

Behaviour in meetings is based on experience. From these experiences, assumptions are made about what is proper. The way to deal with these assumptions is to establish principles together.

With a group that has met for several sessions, ask the question: "What do we typically do in our meetings?" Then classify what is identified as either detracting from, or contributing to, the group's effectiveness. (Some things can be dropped as inconsequential.) Finally, develop principles to overcome detracting behaviour and reinforce contributing behaviour. Principles may be developed around content, interaction and/or structure areas.

Examples

The meeting will begin on time.

Group members will help set the agenda.

Decisions will be made by consensus.

Conflict is okay.

Expression of feelings and opinions is encouraged.

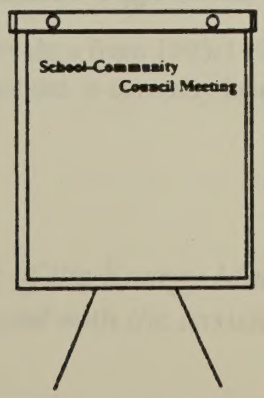
adapted from: *Effective Meeting Skils*, Marion E. Hayes

Purpose for Norms

- ✓ to express the values of the team
- ✓ to make sure every team member knows and agrees with what's expected of him/her
- ✓ to develop norms that support the needs of the team members and the district
- ✓ to help the team evaluate its performance
- ✓ to have everyone agree on what's important to the team and provide a guide for behaviour

Benefits of Group Memory: Using Flip Charts

- Helps the group focus on a task.
- Is an instant record of a meeting's content and process.
- Guards against data overload, but holds on to all ideas. It frees participants from taking notes.
- Depersonalizes ideas.
- Serves as a psychic release for participants. They don't have to hold on to and defend their ideas.
- Prevents repetition and wheel spinning.
- Encourages participation because it respects individuals' ideas. It reduces status differentials.
- Enables each member to check to make sure his/her ideas are being recorded accurately.
- Increases the group's sense of accomplishment.
- Makes sophisticated problem solving methods possible by holding on to information developed in one phase for use in the next.
- Makes it easy for latecomers to catch up without interrupting the meeting.
- Makes accountability easier; decisions are written down in clear view of the group: Who is going to do What, When.
- Is low cost, easy to use, and available to any group.



Adapted from Michael Doyle and David Straus, Interactive Associates, San Francisco, CA

Notes
School-
Community
Councils

1996 06 11

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **P. Gillie, Superintendent - Administrative and Operational Services**
J. Riley, Manager Maintenance and Engineering
Energy Committee

RE: **Update on Energy Management Plan**

REPORT: **Information and Decision**

BACKGROUND:

1. As part of the Annual Report of Accommodation the Board approved in January 1996 " that boilers identified for 1996 be purchased by tendering for a limited performance contract,". (Appendix E)

2. Several terms and short forms are referenced in this report and in information written about this topic. The following is provided to assist the reader of this report:

EPC	Energy Performance Contract
ESCO	Energy Service Company
CAESCO	Canadian Association of Energy Service Companies *
RFI	Request for Interest (prequalification)
RFP	Request for Proposal

** CAESCO is the primary organization representing the energy performance contracting industry in Canada. CAESCO has established an accreditation process and is the regulatory body for energy performance contracting.*

3. Following approval of the Accommodation Report, Plant Staff started to prepare for this process. The Plant Department continues to lose Mechanical/Electrical technical staff. In light of the current financial climate and ongoing need to consolidate, Plant has delayed replacement of Mechanical/Electrical staff. However the expertise of this staff is needed in order to be able to carry out the Request for Proposal (RFP) and selection process for an Energy Services Company (ESCO). This process includes evaluation of the proposal responses and the implementation and administration for an Energy Performance Contract.

4. The process of selecting an ESCO for the 1996 Boiler Replacement Schools is off schedule. The replacement schedule will need to be delayed. The arrangement and size of the boiler rooms and boilers for these schools is such that installation could take place at a time other than the summer, if necessary. A delayed time schedule will permit the Energy Committee to move at a pace that is more manageable with reduced staff.

5. As a partial solution and in order to proceed, consultants were invited to make presentation to the Energy Committee on how they could assist in the selection of an Energy Performance Contractor.

6. The Energy Committee Members are listed in Appendix A. The Committee met to hear presentations and to review the results in order to make a recommendation. (Appendix B)

7. The heating season has just concluded and utility data from 1995/1996 for the five schools under the limited performance contract for the 1995 boiler acquisitions is currently being analyzed by Honeywell. (Appendix D)

ISSUE:

To advise the Board on the status of the Energy Management Plan and to recommend that the process proceed with the assistance of a Consultant.

RECOMMENDATION:

1. That the firm of Proctor and Redfern be appointed to assist in the process of preparing a Prequalification Request and Request for Proposal for an Energy Service Company (ESCO) and in evaluating the proposals for the Energy Committee to select one ESCO.

2. That the consulting service be funded in 1996 from the existing approved remuneration budget for Plant.

3. That the Energy Committee prepare and issue an RFI (prequalification) followed by an RFP (Request for Proposal) for an Energy Performance Contract for the Hamilton Board in order to make recommendations for an Energy Management Plan.

RATIONALE :

1. The Energy Committee has heard presentations from 6 consultants and based on the criteria and the objective the firm of Proctor and Redfern is recommended.

2. Two full time equivalent positions have become vacant in Plant since March. We are currently reviewing our needs in relation to the financial direction of the Board and changing conditions that may result in different requirements. It is proposed that these monies be applied to fund in 1996 the consulting assistance recommended.

3. Through the presentations the Energy Committee has come to realize that restricting the RFP to four schools may result in a limited response from ESCO's and therefore not provide sufficient enough information to evaluate completely the ESCO and consequently make the best possible selection for the needs of the Hamilton Board. Through the presentations we learned that letting a full RFP at this time is recommended. The way in which the Board maintains control is to build stages into the plan. The feasibility study then would be conducted on a better sample of schools. The first stage of implementation , would include the four schools identified in the 1996 boiler replacement schedule.

ATTACHMENTS :

Appendix A	Energy Committee Members
Appendix B	Energy Committee Process
Appendix C	Summary of Findings
Appendix D	Update on Honeywell Contract form 1995
Appendix E	Excerpt from the Accommodation Report

APPENDIX A

ENERGY COMMITTEE MEMBERS

Pat Gillie	Superintendent - Administrative and Operational Services
Jim Riley	Manager - Engineering and Maintenance
Ray Mulholland	Trustee
Brian Gage	Trustee
Bill Ferris	Secondary School Vice - Principal
Brian Castle	Elementary School Principal
Gary Hardman	Manager Purchasing
John Moffat	Manager Caretaking and Training

APPENDIX B

COMMITTEE PROCESS

The Committee met on April 19, 1996 to hear 6 presentations. Three were from engineering firms and three were from independent consultants. Prior to meeting, the Members viewed a Video on energy performance contracting, received a background package and were briefed individually by the Manager of Maintenance and Engineering .

PRESENTATIONS BY CONSULTANTS / FIRMS TO ASSIST THE BOARD IN THE ESCO PROCESS

CONSULTANT	
C.C. Parker Consultants Ltd.	Firm
Cowan Quality Buildings	Independent
EPF Energy Project Facilitators	Independent
PHC Peter Horvatis Consultants	Independent
Proctor & Redfern Ltd.	Firm
Trow Consulting Engineers	Firm

- Each firm / independent had 30 minutes to present information. After the presentation the Committee took 15 minutes to ask questions of the representatives. All presenters followed a basic outline in providing information and leaving print material for the use of Committee members.

- At the end of the presentation day the Committee did a preliminary evaluation of the presentations and determined the next steps. Some were eliminated. Three were selected for further consideration. The Committee reviewed the printed material and references were followed up with the permission of the presenters.

- The Committee met two more times to review the findings and determine a recommendation.

- In all presentations the final point by the consultant was that we have to feel comfortable with whom we select. A main consideration for the Committee was that the need for a consultant was to balance the diminished resources we have available to work on this project. The overall objective is to select an ESCO (Energy Service Company).

APPENDIX B cont.

- Each firm was expected to determine its own presentation. However in advance of the presentation the Committee did communicate in writing to each presenter that at minimum the following basic information was of interest. This information was the criteria used in evaluating the presentations.

BASIC INFORMATION

EXPERIENCE: -consulting and management with ESCO in the Public & Private Sector
- examples of dispute resolution - years company has been operating as an ESCO consultant
- experience of main contact person of firm or independent

RESOURCES: (ability to analyze ESCO proposals). Mechanical Specialists. Electrical Specialists. Controls. Computer Expertise. Financial Expertise. Legal Expertise, Degree of outside help needed by other consultants

REQUEST FOR PROPOSAL EXPERIENCE : experience in preparing a proposal and in screening proposals **Experience** with Committees

APPROACHES: in light of the plan to address four schools from the 1996 Boiler Replacement Schedule (Woodward, Viscount Montgomery, Queensdale, Bennetto) before moving to a full ESCO

FEE STRUCTURE : range and preferred basis; per diem or otherwise

PRINT MATERIAL: quality and content

ADDITIONAL INFORMATION: beyond what was outlined

CLIENT LIST: used in order to check references

OVERALL PRESENTATION:

APPENDIX C

SUMMARY OF FINDINGS

1] The Committee is satisfied that presentations were received from six reputable consultants and learned a great deal in the process. The Committee feels it has gained knowledge for itself for carrying out the long term mandate of this Committee for the Board.

2] All presentations commented similarly on a suggested approach. All indicated that if selected and directed to focus on only four schools, that the process could be carried out, managed and in a reasonably fast timeline. All however presented from different perspectives but with a consistent opinion that the Board would be well advised to seriously consider a full Request for Proposal now in order to attract the type of ESCO that would be able to respond to the size of project that is potentially being considered. At minimum we should consider changing the sample of schools to be studied in order to have a better representation of the type and size of our boilers and the varied conditions in our buildings that impact on energy savings. A method that could be used that is compatible with our desire to proceed in smaller steps is to include with our RFP a condition that the plan will be carried out in stages and that the original four schools must receive boiler replacements in phase one. In a staged implementation the Board can decide to parcel out the number of schools that would be completed in any stage before committing to further installations. The contract that is worked out with the ESCO can include provision for either party (Board or ESCO) to conclude the partnership. The conditions of termination can also be stipulated.

This approach would enable the Board to manage the pace at which it wants to proceed, and attract appropriate ESCO's. At the same time the schedule of boiler replacement can be maintained.

APPENDIX C cont.

3] The Committee eliminated three from the mix and spent time further considering three - two firms and one independent. (Cowan Quality Buildings, Proctor & Redfern, Trow Consulting Engineers)The Committee requested in writing, clarification on fee and timeline and carried out reference checks.

4] On a per diem basis the fee varied for these firms from $ 700 to $ 1000 a day. An estimate of fees for a Board wide Energy Performance Contract to produce an RFI and RFP, select one ESCO, carry out the feasibility study and administer implementation varied from .0092% to 3% of the total estimated cost of the Energy Performance Contract. Time is a factor of cost and the time estimates ranged from 2 to 4 years. In order to finance this assistance in 1996 the monies in the budget for the two Plant positions that are currently vacant would be applied. The balance of the funding would be included in ESCO financing.

5] While the Committee is coming to realize that we must be prepared to work in a time frame that is manageable for this Board, we also understand that it is important to the overall financial plan of the Board to be able to implement as soon as possible measures that will bring about improvements and result in cost savings. Experience in preparing an ESCO RFP and sufficient resources and experience to review the proposals in order to advise the Committee became an important deciding factor.

6] The overall objective for the Energy Committee is to select an ESCO. The objective in considering a consultant to assist the Committee is to supplement the diminished in house resources we have at the current time. This fact was emphasized with all presenters. The Committee considered this fact at length and it became a deciding factor in the recommendation.

7] The Committee considered very carefully the pros and cons of a large firm over an independent. All the independents, while essentially working on their own described themselves as virtual companies. This means as required they call upon a network of resources from various settings to assist them in work that they have contracted. The per diem fees of the independents were higher. The Committee understands that this type of consulting will become more common place. In relation to our objectives, the firms met more of our immediate goals.

8] In the final analysis the firm of Proctor & Redfern is recommended. The firm is fully disciplined with mechanical, electrical, structural, architectural and technological expertise to call upon. The main consultant to the Board is a Mechanical Engineer with 16 years experience in building energy measures. The firm prepared the most recent RFP for ESCO proposals for the large Metro Board , consisting of 7 Boards and using a committee process. The Engineer involved is the one who will work with the Hamilton Board. We have assurance in writing that this Engineer would be the lead assigned to work with the Hamilton Board. The per diem rate of $700 is the lowest.

The first stage of this process , the ESCO Selection phase, which includes the RFQ/RFP, Contract Development/Review/Evaluation, Board Approval and final selection will likely cost in the range of $45,000 to $ 70,000. This figure is based on .28% of the estimated total cost or value of an Energy Performance Contract for a Board our size. ($15,000,000 to $ 25,000,000). The selection stage is the most important.

The degree of assistance that we might desire or require at subsequent stages is a matter for future consideration. The ESCO itself may provide some requirements. There will be a need to satisfy ourselves that the Feasibility Study assumptions and calculations have assessed the measures for savings with the best possible payback period (guarantee period). Assistance may well be required. The potential cost of this service at a rate of .8 % of the total cost/value of the package ranges from $ 120,000 to $ 200,000. These costs can be calculated into the cost of the Energy Performance Contract and reclaimed through the savings.

UPDATE ON HONEYWELL CONTRACT FROM 1995

INSTALLATIONS

In 1995 the boilers identified in the Accommodation Report for replacement were acquired through a Performance Contract with Honeywell Limited. The replacement of these boilers, all over 35 years old, had reached the critical stage. The Capital Budget for 1995 was reduced by 6 million dollars. An innovative solution was needed in order to replace boilers at Franklin Road, Hampton Heights, Norwood Park and Parkdale and controls at Burkholder.

A Performance Contract for these boilers was established with Honeywell Limited. The concept of a Performance Contract is the leveraging of existing monies for the acquisition of capital. By implementing energy conservation measures in buildings, the savings in energy bills are applied to the cost of the capital acquisitions and measures that were installed to achieve such savings. The following update on this acquisition is provided as part of this report on the Energy Management Plan.

In order to achieve savings a number of equipment and modernization upgrades were installed as identified and specified in the Engineering Audits carried out under this contract. Essentially the following Technical Measures were implemented:

- installation of new hot water heating boilers at Franklin Road, Hampton Heights, Norwood Park
- installation of a new low pressure steam boiler and condensate receiver at Parkdale School
- building envelope sealing measures to reduce infiltration
- ventilation changes to reflect current building code
- improved building operation through the installation of microprocessor digital controllers and electronic time clocks
- replacement of electric domestic hot water tanks with gas fired tanks
- water conservation measures on urinal flush tanks

The project is still in the construction startup phase. All the boilers were installed for the 1995 Fall cold weather start up. All other measures have been installed. There has been some delay in completing the controllers. This will be complete by the end of August 1996. The upcoming Winter 96/97 will be the first season with all the energy saving equipment operating. Consequently we will not have full savings reports until October 1997.

All of the figures and utility data for the 95/96 heating season have just been compiled and turned over to Honeywell for analysis. However, Honeywell has indicated a preliminary review of figures is indicating savings at 15 to 22 percent. Until the analysis is complete it is not possible to draw any conclusions.

FINANCING

The concept of Energy Performance Contracting is to leverage energy savings over a specified period of time (guarantee period) to pay down debt incurred through the capital acquisitions and measures installed for energy improvements. In effect the concept is a form of financing over time. For this limited contract the guarantee period is established at 120 months. In other words the payback period is 10 years.

With the assistance of the Manager of Financial Services we have financed this contract with our bank through a three year loan, under what is called an equipment lease. This means the loan will be paid off in three years and no further financing will be required. It is estimated with this financial plan the payback will be reached early in Year 8. The annual payment of the loan in each of the three years will come from the savings in the energy budget. The loan is for $ 427,727 and the yearly payment, including interest, is $156,746.

The Energy Performance contract stipulates that savings in excess of the calculated savings accrue to the Board. Where energy savings are less than calculated savings, Honeywell will pay the difference.

PROCESS FOR TENDERING A PERFORMANCE CONTRACT FOR PURCHASING BOILERS IN 1996

In 1995 the acquisition of boilers was realized through an energy performance contract. This plan has provided on a small scale some experience in this method of acquisition. This type of contract leverages existing operating money in order to finance capital acquisitions. The Board has requested that consideration be given to enter into an energy management plan and report back on the possibilities.

It is proposed that a Committee be formed to work through this process on a small scale for the 1996 acquisition of boilers.

It is further proposed that this same Committee develop a complete Request for Proposal and process for selection in order to bring back recommendations for full energy performance contracts to be effected for 1997.

The following are guidelines for the mandate of the Committee:

A. *Committee Makeup*
Engineering Staff, Trustees, Senior Management, Principals, other designated staff, members of the community (size of committee not to exceed 10)

B. *Committee Tasks*

1. Prepare a prequalification tender using standard tender procedures

2. Review the responses and select X? for recommendation

3. Review the results of the process and develop a Request for Proposal for an Energy Management Plan for the Board of Education for the City of Hamilton.

4. Select 5 companies to submit proposals and present to the Committee

5. Select 1 Company to prepare an in depth study

C. *Implementation*

Proceed with the project if the study bears out the original proposal content
-this will include the installation and the training of staff stage

D. *Follow up*

Review and monitor savings and maintenance of equipment for the contract period

1996 06 11.

TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Rick Binns, Superintendent of Human Resources
Deborah Russon, Manager, Employee Relations

RE: Employee Benefits (Proposal from Carrier) - Shared Services Initiatives through the Ontario Public School Boards Association

REPORT CLASSIFICATION: Decision

BACKGROUND:

During the 1996 Budget process the Trustees were advised of a benefits initiative that was being introduced through the Ontario Public School Boards Association as a means of providing managed health care for the public education sector. The Hamilton Board requested a quote from Shared Services Initiatives in an attempt to determine potential cost savings under this Plan.

The Board's Benefit Consultants (MLH) was contacted and asked that they provide an independent appraisal of the merits of utilizing the Shared Services Initiatives Program. MLH developed plan specifications that illustrated the current plan design as specified in the various collective agreements. The specifications also examined the funding arrangements that are indicative of a plan this size and the service/system expertise that would be available.

The specifications were provided to Shared Services Initiative (through Foxmeyer and Atena Insurance Company) in order to obtain a quotation from this organization. The results of the analysis are contained in Appendix "A" of this report.

The analysis indicates that the present benefit carrier, Great West Life is at least equal to or better than Shared Services Initiatives in all areas.

ISSUE:

To determine potential cost savings under a pharmacy management plan through Shared Services Initiative (OPSBA).

RECOMMENDATION:

That no action be taken at the present time with respect to changing carriers for employee benefits.

RATIONALE:

Great West Life Assurance Company became the underwriter of the Board's Employee benefit plans effective March 1, 1994. This change was a result of a thorough public tender completed by MLH. Aetna submitted a quotation during this previous process, however, the quotation was not competitive because the costs were higher than the finalists and it did not match the plan specifications.

The Board selected Great West Life because this company best satisfied the pre-established selection criteria.

In MLH's analysis they have determined that there are major deviations in the Life Insurance Plan relative to the current financial and administrative arrangements. Those differences are that Shared Services Initiatives requires medical evidence of insurability for any coverage in excess of $50,000 and if there are any surplus funds in the Life Insurance the surplus would be retained by the carrier. The other major difference is that Shared Services Initiatives would not duplicate the current financial arrangements on the Hospital, Medical and Dental Coverage. The quotation received was strictly on an Administrative Services Basis. This means that the Board would be fully responsible for the cost of the claims paid plus the carrier's administration charges. All deficits must be repaid to the carrier. The other major difference would be that the Board is responsible for all claims.

There are substantial cost savings options available under either Great West Life or Aetna/Foxmeyer, however, this requires negotiating amendments to the present coverage levels with all of our bargaining units.

APPENDIX 'A' - ANALYSIS OF UTILIZING THE SHARED SERVICES INITIATIVES PROGRAM

MLH has been providing consulting services to the Board of Education for the City of Hamilton for well over 20 years. Their role is to provide the Board with expert and independent consulting advice concerning the design , financing, and administration of the Board's employee benefits and pension plans.

The Board requested MLH to provide an independent appraisal of the merits of utilizing the Shared Service Initiatives Program and the following is a summary of the results:

A. Life Insurance - Shared Services Initiatives did not duplicate either the current financial nor administration arrangements. The major deviations are:

- The current optional life is provided without medical evidence of insurability if coverage is selected within 31 days of the original eligibility date. Shared Services Initiatives requires medical evidence of insurability for any coverage requested in excess of $50,000 regardless of the date of application.

- The premium for the current optional life is based on a rate of 11 cents per $1,000. The Benefit Consultant negotiated retention of the current rate of 11 cents per $1,000 for all employees.

- The current financial arrangement offers cash flow accounting for both the Basic and Optional Group Life Insurance. Under this approach any surplus funds are refundable to the Board. In the past, the Board has enjoyed premium holidays of up to three months. Shared Services Initiatives will only offer the optional life on a fully pooled basis. Thus any surplus funds would be retained by the carrier.

Comparison of Billed Rates - Shared Services Initiative submitted step rates. However, after negotiation by the Benefit Consultant the current rate basis has been duplicated. In an open tender, this would not have been accepted.

Operating Charges - The formulae developed for administering the program through Shared Services Initiatives are significantly higher than the current costs. The 5 year average indicates that the retention formulae offered by Shared Services Initiatives is over $12,000 per year higher than the present carrier.

Appendix "A" continued

B. Hospital, Medical and Dental

Shared Services Initiative did not duplicate the current financial arrangements. Currently the plans are financed on a fully-insured cash flow accounting basis. Shared Services Initiative quoted only on an Administrative Services Basis (ASO). The major differences between the two financial arrangements are summarized as follows:

* **Financial Responsibility** - Currently the Board's obligation is limited to payment of therequired premiums. Under an ASO arrangement, the Board and its employees are fully responsible for the cost of the claims paid plus the carrier's administration charges. All deficits must be repaid to the carriers. This may present a problem for the Board to recover any deficit from its various employee groups.

* **Legal Responsibility** - The current arrangement is insured by Great West Life. This means that the carrier is fully responsible for the interpretation of the insurance policies. Under an ASO contract, Shared Services Initiative (or any other carrier) simply adjudicates the claims and the Board is ultimately responsible for the claims.

Operating Charges

The analysis of the operating charges indicates that the Shared Services Initiative quotation could result in higher plan charges than offered by the incumbent in an ASO arrangement.

1996 06 11

TO: Chairman and Members
Operations and Finance Committee

FROM: M. Quinn—Chair, Safe Schools System Steering Committee
K. Hibbins, L. Cunningham, G. Brock-Woodland—Members,
Safe Schools Implementation Team

RE: ANNUAL REPORT ON SYSTEM SAFE SCHOOLS PROGRAM

REPORT: Information/Decision

BACKGROUND:

In January, 1995, the Trustees endorsed a comprehensive Safe Schools Policy. Following this approval, the system Safe Schools binder was developed and, as required, forwarded to the Ministry of Education and Training for approval. On December 8, 1995, the Ministry responded with full approval for all components of our program.

In our original report, we committed to an implementation plan and this has been our focus for the 95/96 school year. Our program has created much interest within the broader community and besides our implementation work, the committee members have been involved in a host of presentations to other systems, television shows, newspaper columnists, parent and community groups.

At the same time, violence-prevention initiatives have sprung to life in many segments of our community and we have been invited to expand our partnership further. Some of these are listed for you under NEW/ADDITIONAL INITIATIVES.

As with the original report, this annual update will report on the four major areas of our work:
- Program: including Social Skills and Conflict Resolution Strategies;
- Policies and Procedures;
- Expulsion;
- Communications.

SOCIAL SKILLS PROGRAM/CURRICULUM

As a result of the Ministry of Education and Training's *Violence Free Schools Policy, 1994,* and the Hamilton Board of Education's Safe Schools Policy, schools are to set in place social skill programs which promote positive relationships and discourage aggression within the school community. All schools have included in their School Planning process, for this school year, a focus on social skills program. This focus may include a needs assessment involving staff, students and parents, the preparation of an action plan and/or implementation of a program. Schools are at differing stages in the provision of social skill programs for students - some are well into the implementation of a program; some are in the process of planning and selecting the most appropriate and effective program for their school needs, while others have chosen to focus on other aspects of the Safe School Policy (conflict resolution, discipline code, etc.) with an intent to focus on social skill program in the 1996/7 school year.

The choice of a social skill program is the responsibility of the individual school and is based on the identified needs of staff and students and the monetary resources available. Selected programs range from purchased, classroom-ready materials to curriculum that is planned and prepared at the school level (*Appendix A*. All exemplary programs, however, include direct teaching of the skill, modeling, practice and prompting of the skill for an extended period of time, with positive reinforcement.

To support schools in their planning and implementation:

- two 1/2 day in-service sessions were offered to all schools *(Appendix B)*;
- three after-school workshops have been offered through Staff Development;
- individual in-service is available to schools upon request;
- presentations/information for parent groups is provided when requested;
- participation and/or assistance is available to school planning teams;
- a variety of sample programs is available to planning teams for evaluation and to assist in decision-making;
- a Behaviour Resource Team (Vince Martorelli and Dawn Mutton) available for Transition Years students and staff to assist with behaviour/anger management.

Community Partnerships have resulted in the following initiatives:

- The Tri-board Violence Prevention Project (R.S.V.P.) through Ministry of Education and Training funding and Safe School budget provided inservice to all schools on the R.S.V.P. resource books and one copy of the appropriate book for each school.
- The Community Child Abuse Council has hired a curriculum co-ordinator who is presently working with two Hamilton elementary schools in the implementation of their violence prevention program.
- With Ministry of Education and Training funding (School-Based Services) area women's shelters provide individual counselling, group presentations and counselling, and professional development for staff.
- "Touching", the video, has been purchased (8 copies) for the A/V Library with Ministry of Education and Training funding (Connections: Awareness to Action). This video is a result of the success of the "Touching" play and the desire of The Community Child Abuse Council and the touring company to share the valuable learning in personal safety with others outside of this area.
- The John Howard Society/Youth Services Canada, in partnership with the Hamilton Board, developed and implemented a six-week social skill program at Stinson Street School for grades one to four. This is a four-year project.
- Chedoke-McMaster Child & Family Centre in partnership with school staff will run anger management programs in schools.
- Alternatives for Youth staff are available to work with school staff in the presentation of anger management program.
- Dr. Ronald Bayne, M.D. of Chedoke-McMaster, with community support and funding, is planning a workshop-conference for the fall that will bring together community partners to identify key issues in the prevention of violence and to plan ways in which cooperation and support between partners, can effectively work towards the prevention of violence in Hamilton-Wentworth. Murray Quinn, Superintendent of Schools, is a member of the Advisory Committee.

In response to the system review entitled "Safe Schools Update", April 1995, *(Appendix C)* and to support schools in their on-going efforts to create violence-free environments, future directions/initiatives will include:

- planned inservice to meet identified needs of staff;
- a focus on the integration of social skill learning and practise into all aspects of school curriculum through *The Common Curriculum* learning outcomes, co-operative learning strategies, and evaluation/assessment of social skills;

- continued support and assistance to schools in the planning, implementation and review of social skill programs;
- inservice for Board personnel to create awareness and promote the modeling of non-violent conflict resolution;
- increased involvement of students at the middle and secondary level in the planning and implementation of social skill and other violence prevention programs.

CONFLICT RESOLUTION STRATEGIES

Conflict resolution programs have been mandated by The Ministry of Education & Training's *Violence Free Schools Policy 1994* and the Hamilton Board of Education Safe Schools Policy. The intent is to provide strategies which enable those within the school community to resolve conflicts in a non-aggressive manner. All schools have included in their planning process a focus on Conflict Resolution. This may include a needs assessment within the community of staff, parents, and students; the preparation of an action plan or implementation and maintenance of a program. Many schools have chosen Student Mediated Conflict Resolution programs as their focus in this area. Presently forty (40) schools within our system have active Peer Mediation programs, two (2) secondary and thirty-eight (38) elementary. Ten other schools (one secondary, nine elementary) are in the planning stages of the process and will be making it a major focus for the 1996/7 school year.

To support schools in their planning and implementation:

- a one day workshop/training session was offered to all interested schools in August 1995;
- individual workshops offered to schools upon request;
- presentations to parents upon request;
- participation and/or consultation to school teams upon request;
- training of student mediators;
- assistance in the implementation and maintenance of programs; and
- after school workshops for staff at various stages of implementation.

Community partnerships with Chedoke-McMaster Hospital and McMaster University have resulted in the Collaborative Student Mediation Project which is evaluating the effectiveness of Peer Mediation programs. During the 1994/5 school year, the project conducted, possibly the first controlled trial of conflict resolution programs at the Primary/Junior school level. The results of this project have been very encouraging. By introducing student mediators onto the playgrounds of our K-5 schools, physical aggression can be reduced by at least 50% *(Appendix D)*.

The Ministry of Education and Training awarded a research grant to the Collaborative Student Mediation Project for the 1995/6 school year. The purpose of the present study is to evaluate the effectiveness of Peer Mediation at the Middle School (6-8) level. (Results of this project should be available before the end of this academic year.)

To support schools in their on-going efforts to create violence-free environments, future directions/initiatives will include recommendations emerging from the results of the system review entitled Safe Schools Update April, 1995 *(Appendix C)*:

- planned inservice to meet identified needs;
- continued support & assistance to schools in the planing, implementation and review of conflict resolutions programs;
- a focus on the integration of non-violent conflict resolution skills & practice into all aspects of the school curriculum through *The Common Curriculum* learning outcomes;

- inservice for Board personnel to create awareness and skills in the area of non-violent conflict resolution;
- increased involvement of students in the planning and implementation of violence prevention programs; and
- exploration of the possibility of offering a credit course at the secondary level to include conflict resolution skills, mediation skills, peer helper/cooperative education/community service.

POLICIES AND PROCEDURES

All system administrators have been inserviced in the following areas:

- amendments made to existing policies to make them consistent with the requirements of the Violence-Free Policy, June, 1994 Ministry of Education and Training;
- focus on the following new policies:
  —OP-30 Violent Incidents Reporting Procedures
  —Statement of Zero Tolerance of Violence
  —OP-31 Expulsion of Pupils.

The feedback from both the system and community would indicate these policies are serving as well and indeed that both schools and the parents community value the consistency of our policies and procedures and our very concerned attempt to create a safe learning and working environment.

The feedback from our review process suggests further inservice is required in the use of the Violent Incident Report Form. *Appendix I*

EXPULSION

Both a Statement of Zero Tolerance of Violence and an Expulsion Policy Statement are recent features of school board practice to meet the comprehensive requirements of the Violence-Free Schools Policy, June, 1994 Ministry of Education and Training.

In total, our Board has considered 12 recommendations for expulsions. These are summarized in *Appendix E*. Our statistics reflect the following:

- all students are male;
- there is an even spread between Middle School and Secondary School aged students;
- with two exceptions, the majority of offenses involve the possession and/or use of a weapon.

These statistics are not unlike data from other major urban centres. From the variety of hearing outcomes, it is clear Trustees understand the necessity to apply this policy consistently and yet, consider each case on its own merits.

While not required by Board motion, the implementation members have undertaken three initiatives to both prevent the need for expulsion and offer a measure of support to those students who are expelled. *Appendix F* (At-Risk Centre) is one initiative currently underway. It is an attempt by a multi-disciplinary team to design a comprehensive program for at-risk students who are displaying violent/aggressive tendencies and who may, without some intervention, find

themselves the subject of an expulsion hearing. We have discovered our planning has created a concept similar in nature to programs that exist within the City of Toronto and the Etobicoke Board of Education. While there is no question this proposal has merit, it is a potentially expensive model as we explored the costs involved. As you will see, funding is one of four "issues to resolve" our committee has yet to explore.

A second area of exploration has been support programs for expelled students. Regrettably, there is only one pilot from which to gain information at present. As well, the Ministry of Education and Training, having supported this initial pilot, has ceased any further funding of such initiatives and Boards are left to their own designs. The guidelines for this pilot were developed as a cooperative effort between the Ministry and representatives from the 7 Metropolitan Toronto School Boards as well as community support personnel. These guidelines provide clear direction with respect to program requirements, issues of voluntary attendance, no-credit outcomes and costs. While our two co-terminus Boards have expressed a limited interest in co-operatively pursuing this concept, current budget cuts have seen several existing programs eliminated or service reduced and there is clear hesitation in adding this significant cost to board expenses.

As a result, *Appendix G* is a package we have developed to support expelled students. A review of these materials outlines the requirements to apply for readmission to our system, a host of agencies for low cost, or no cost, therapeutic support and a second list of supports to maintain at least a minimum of academic standards within the core areas of Language and Mathematics. These packages have been sent to all expelled students. We believe that this is a cost-efficient method of supporting these students.

IMPLEMENTATION OF SAFE SCHOOLS COMMUNICATION STRATEGY

Since the approval of the Safe Schools Report, the Communications Sub-Committee has implemented communications programs approved as part of the Report. These programs include:

Media Briefing: A media briefing was held on January 9, including representatives of trustees, staff, parent groups and students. The media briefing provided media with an introduction to key aspects of the Safe Schools programs as well as highlighting the Board's reasons for intensifying its response to a key community concern—violence and the creation of safe learning environments. A media kit was developed for this briefing, and the accompanying media release was sent to local media and the Board's Safe Schools Program launch received extensive coverage.

School Announcement: On January 23, 1995, following the approval of the Safe Schools package, a message from the Director was sent by PROFS to all schools as the basis for a common announcement. This message highlighted the importance of the Board's Safe Schools program launch, its positive impact on all students and staff as well as plans for further communication to all key audiences. A staff bulletin was also included for circulation to all employees.

Safe Schools Brochure: A brochure was developed for parents, employees and general public to highlight key aspects of the Safe Schools initiative, including information on policies and programs. The brochure was produced and reviewed by the Communications Sub-Committee, including parent representatives. It addressed key questions, such as What is the Board's new Safe Schools Program?; What key changes will result from the Safe Schools Program? (including new policies and procedures, such as Zero Tolerance); What are we doing to create safe schools? (school discipline codes and violent incident reporting); How are we supporting non-violence through the curriculum (JK to OAC)?; What other special school programs support non-violence (e.g. peer mediation); What can parents do to help? (elementary and secondary students); and What do students think about violence in schools?

This brochure was distributed to all elementary students, all elementary and secondary staff and to secondary parents, as requested. A special reminder about Safe Schools Brochure was included in the March report card for secondary students, to encourage parents to review the brochure.

Elementary and Secondary Calendars: Special reminders about the Safe Schools program and the availability of the Safe Schools brochure were included in both the 1995/6 Elementary and Secondary Calendars for parents.

Multi-Media Presentation: Working with Superintendent of Schools, Murray Quinn, the Public Relations Officer produced a special Cable 14 hour-long program on the topic of the Board's Safe Schools Program. The program featured information on our progress in implementing Safe Schools initiatives, including policies, programs and curriculum implementation as well as violence prevention strategies and partnerships with police. The program also featured special guests, including students involved in peer mediation, and members of the Hamilton-Wentworth Regional Police, who talked about issues of concern to parents, such as youth involvement in gangs and bullying. Police spokespersons also addressed new programs, such as increased awareness of the role of Crime Stoppers for secondary school students. Participants in the program included staff, trustees and students. The program was aired in November, 1995.

Student Brochures (JK to OAC): These brochures were put on hold due to budgetary constraints. Following the approval of the 1996 budget, it is our plan to produce one Student Brochure targeted for students in Grades 6 to OAC, for circulation in Fall 1996. Our intent is to involve students in the development of the content for this brochure to ensure that it addresses key issues for this group. In addition, as the Safe Schools program has been in place for a year, we will be able to talk with principals and staff to receive input on those issues which deserve special emphasis in this brochure. The brochure will also highlight key expectations for student behaviour. The Safe Schools Communications Sub-Committee will be reconvened to develop this publication.

ADDITIONAL INITIATIVES

1. Hamilton-Wentworth Regional Police Safe School Reporting Protocol

The Violence-Free Schools Policy, June, 1994, Ministry of Education and Training requires a reporting protocol with the municipal police department. Our Reporting Operating Procedure, OP-30 was developed in close consultation with the Hamilton-Wentworth Regional Police Department. We benefited particularly from the assistance of Deputy Chief, Ken Robertson, who had also served with MET in developing its guidelines to school boards.

Since that time, our work has been further complemented by the development of a violent incident reporting protocol which permits the local police department to assist our system in the implementation of our policies. As schools contact police to report violent incidents and/or acts of vandalism, a four stage response process is followed by the police. In determining how high a priority and how fast the response should be, factors are considered which include:

- serious injury;
- suspect presence at the crime scene;
- need to protect evidence at the crime scene;
- need for crowd control.

This protocol provides flexibility to both school administrators and police in responding to violent incidents while, at the same time, meeting all Ministry requirements.

Administrators have received a copy of this Reporting Protocol and have had inservice by the Hamilton-Wentworth Regional Police Department.

2. **Ontario School Board: Insurance Exchange (OSBIE) Risk Management Videos**

Increasingly, administrators and staff are receiving subpoenas to appear in court to give evidence at a trial which has resulted from charges arising from a violent incident. In support of staff, OSBIE has developed a cost-free two-part video which includes both Examinations for Discovery and the actual Trial Process. These are available at both the Mountain and Lower City Office and are recommended to staff as the Superintendents of Schools receive copies of the subpoenas.

3. **Crisis Management Plan**

Secondary schools were invited to volunteer to be a pilot school in developing and field testing a Crisis Management Plan. The example of several neighbouring boards has highlighted the need for schools to be pro-active and develop an emergency response plan should a serious crisis occur at the school. To this end, Sherwood Secondary School, under the leadership of Suzanne Dube, developed a plan. Components of the plan include the following:

- communication network: internal;
- communication network: external;
- I.D. system for staff and students;
- CPR training for staff;
- creation of a pro-active "violence-prevention" team.

This initiative remains ongoing with steps 1, 2 and 5 completed. We look forward to the completion of this plan so that its effectiveness can be assessed and it can be extended within the system.

4. **New Resources**

New support materials in the form of print, videos and new initiatives continue to be introduced. Most of these relate to social skills and conflict resolution areas. Some involve unique student-driving initiatives. As these are reviewed, the worthwhile materials are advertised to the system and we have added some 24 new resources to the "Resource" section of the Safe Schools Binder.

5. **Community Outreach**

There is increasing evidence to suggest that street gangs are trying to organize and establish a foothold within our community. This observation is supported by the police department. One of the greatest challenges for both our system and the police department is that of communicating effectively with the parents of gang youth. To that end, we have entered into an informal joint initiative with the HWRPD to reach into the Vietnamese Community particularly since it represents a significant percentage of the Asian population in Hamilton. To date, we have translated the following into Vietnamese:

- Statement of Zero Tolerance to Violence;
- Hamilton Board of Education Discipline Policy;
- Expulsion Policy;
- Sample Letter of Suspension outlining the reasons of suspension.

We are co-operating in providing these materials to the Hamilton Vietnamese Association and have offered to work with them to understand the requirements of our school community and to meaningfully involve them in our school system.

6. Hamilton-Wentworth Multi-Disciplinary Violence Prevention Initiatives

Dr. Ronald Bayne, M.D., Chedoke-McMaster contacted the chair of the System Safe School Committee and, together, they explored a multi-disciplinary concept which would bring a host of agencies and interests throughout the region, into one forum. This has resulted in further exploration and the creation of a 1 1/2 day workshop-conference in October at McMaster University. After a plenary session, multi-disciplinary work groups will convene to examine discussion papers prepared by various focus areas (eg. Education, Sports and Recreation, Security, Media, etc.) The work groups will discuss the key issues within the papers and decide by consensus on changes that may be required. As a whole, the conference delegates then reach consensus on the agreed-upon changes. The work groups then re-convene and decide on action plans to implement changes. Once again, whole group consensus is reached on the actions which can be taken. The final outcomes will be a concerted effort by over 65 individuals and agencies to attack the issue of violence in Hamilton-Wentworth. *(Appendix H)*

This is an exciting enterprise because it encourages agencies to step outside of their defined mandate and to explore how resources and efforts can be shared with others to address violence.

7. Protocol for Sharing Information between School Officials and Young Offenders Personnel

"The majority of young offenders are of mandatory school age and decisions regarding the disposition of their cases have a direct impact on the school systems. Access to information on young offenders was identified as a key concern of school boards across the country since a common disposition condition for young offenders in mandatory school attendance. The necessity for improved information sharing between young offenders personnel and relevant school board employees in order to ensure the safety of student and staff, as well as to enable school personnel to assist with the rehabilitation through partnership with various social services agencies was identified. It was recognized that the extremely restricted confidentiality provisions in the YOA prevented meaningful information sharing." p.1 Protocol and Guidelines Information Sharing Between School Officials and Young Offenders Personnel, Feb. 1996.

Bill C–37 will amend the YOA to facilitate the controlled flow of information necessary between the Judicial System and Boards of Education. It is expected this Bill will receive final approval during the late spring or summer of 1996. Once approved, our Safe Schools committee will act immediately to contact the local Crown Attorney's Office to develop a local protocol for sharing of necessary information.

8. Roxborough Park I.D. Pilot Project

By Board motion, (Nov./93) this pilot project was undertaken during the spring and fall of 1995. At the same time, investigations were undertaken with Identicam Systems Canada, Ltd. located in Markham. With offices in 29 North American cities, Identicam is one of the largest and most experienced companies in this field.

The Roxborough Park Pilot used both school-generated and commercially-generated I.D. tags. The following summarize the findings of this pilot:

- In general, the school staff and parents support the I.D. program and believe it does ad a measure of security to the school.

- There are many school activities where insistence on tags is not practical (i.e. assemblies, parent-teacher conferences, concerts, etc.) where large volumes of parent visitors are generated.

- Tags:
  The school-generated tags are considerably less expensive than the commercial tags. Commercial tags last much longer and are not able to be duplicated. While school-generated tags are less expensive, they can be copied by anyone with computer equipment and this compromises the safety they are designed to enhance.

Commercially-Produced Tags: Based on a junior school of 300 students the cost is as follows:

I.D. Card .....
Plastic pouch/lamination.....
Fastener clip/chain:.....
Total Cost per unit:.....$2.00

Based on a staff of 30 with 20 volunteers and 20 visitors, the cost would be 70 x $2. = $140.00

Added to this is the cost of annual replacement supplies based on consumption and capital cost of equipment (approx. $7500.00)

- The signing in of visitors, distribution of tags and signing out process add significantly to the work of the school secretary and introduce one more set of ongoing interruptions to her ability to complete her other work.

Since the completion of this pilot, the system has acquired, through Administrative Services, camera and computer equipment to produce I.D. tags. This equipment has been used to produce I.D. tags for all central employees who must visit our schools.

ISSUE:

To inform the Trustees of the status of the implementation of the Safe Schools Policy approved in January, 1995 and to outline additional initiatives accomplished and future initiatives being pursued.

RECOMMENDATIONS:

1. That the I.D. system be introduced in JK–5 schools on a voluntary and cost-share subsidized basis (max. $100.00/school) and that a committee of Middle School and Secondary School principals be established to explore the necessity and feasibility of this program in Middle and Secondary schools

2. That as soon as Bill C-37 is approved, a protocol for information sharing relative to violent young offenders be established between the Hamilton Board of Education and the Office of the Crown Attorney.

3. That the "Support Materials for Expelled Students" be provided to expelled students as a means of support and that no further action be taken at this time to establish a centre and/or program for expelled students.

4. That the Safe Schools "At-risk Subcommittee" continue to explore alternatives to program for "at-risk" students as another preventative strategy.

5. That a pilot K–8 school be selected to develop a Crisis Management protocol for elementary schools

RATIONALE:

1. Many Junior schools have already set I.D. programs in place as budgets and personnel permitted. This is a cost-efficient method of completing the program. There is some question, based on the pilot, whether or not this program is either necessary or feasible at the Middle School and/or Secondary School levels.

2. The protocol would permit more effective pro-active programming and placement options for known violent offenders who are currently present in or would be entering our school system.

3. The Ministry does not provide funding for programs for expelled students. The existing program is considered expensive given our economic challenges with an estimated cost per pupil of approximately $10,000. These programs cannot be made mandatory for expelled students and, at best, only keep students from falling behind academically in core areas. No credits are assigned.

4. The preventative concept of an "At-risk" program would be a useful addition to the educational component of our Safe Schools work. Again, such programs do exist in a few centres in the province (eg. Etobicoke, City of Toronto). The annual operating costs are approximately $100,000 and a less costly approach requires exploration.

5. While we hope never to have to use a Crisis Management Plan, such plans are a critical support for schools who can draw on them in the event of an unexpected emergency.

/id

APPENDIX A

Social Skill Programs

SECOND STEP - A Violence-Prevention Curriculum
Preschool - Kindergarten
Grades 1-3
Grades 4-5
Grade 6-9

Comprehensive curriculum designed to reduce impulsive and aggressive behaviour in children while increasing their level of social competence. Basic skills to be taught include empathy, impulse control and anger management. The intent of the curriculum is that it be used as a tool for meeting program objectives - interpersonal skills, problem-solving, academic skills and concepts common to reading and math. etc. - **not add-on curriculum.** Most effective when a whole school approach is used.

PEACE WORKS

Peace-making Skills for Little Kids (K-2)
Focus is on peace education - holistic approach to skill building in an on-going process. Curriculum and creative strategies are organized according to four key concepts:

- We are all human beings. We are all similar, yet each of us is unique.
- We accept and enjoy our commonalties and celebrate our differences.
- Feelings are a common bond that all of us share. Feelings link us together as a human family.
- Peacemaking skills help us to get along as responsible members of the human family. We are all connected to the web of life.

Creative Conflict Solving for Kids (3-4)
This resource includes numerous strategies, including worksheets for students that help to develop communication skills and could be integrated into a language program. Key learnings

- Skills for conflict situations.
- Anger and the effect of anger on others.
- Ways to handle anger without hurting oneself, others or making the situation worse.
- Rules for fighting fair.
- Ways to deal with peer pressure through an "I can speak up" experience.

Creative Conflict Solving for Kids (5-9)
Many strategies including student worksheets that will assist students develop skills in brainstorming, decision-making, critical thinking and problem solving are included in this resource. Key learnings are anger control, respecting differences and successfully resolving conflicts peacefully.

Win Win! (7-12)
A comprehensive resource designed to teach students the skills needed to resolve conflicts peacefully and without violence. Issues addressed include violence, anger, conflicts, cultural differences, and sexual harrassment.

APPENDIX A

R.S.V.P. (Response by Schools to Violence Prevention).
THE ELEMENTARY EXPERIENCE
PLANNING GUIDE FOR THE TRANSITION YEARS
A GUIDE FOR SECONDARY SCHOOLS

These resources offer strategies to school staff to address the issue of violence prevention with students. Using a school based planning model the manuals outline a number of approaches useful to developing a violence prevention education program. These resource support a holistic approach with the following key features: integrated curriculum, whole child focus and the principles of healthy relationships and learning connections.

Included: School Based Planning
Connections to *The Common Curriculum*
Examples for integration
Ideas for Implementation
School Climate, School Code and Student Conduct
Parent and Community Partnerships
Resources - annotated bibliographies

CLASSWIDE SOCIAL SKILLS PROGRAM

This program requires training sessions provided by Chedoke-McMaster. It contains a format for teaching and promoting social skills in a JK and SK classroom setting, Grades One to Three and Grades Four to Five. Suggested instructional strategies are included such as role play, modelling and recognizing appropriate displays of social skills. Scripted lessons are included but are intended to serve only as a guide. Components of the program include teaching the skill, practice, role play, reinforcement, review, home involvement, etc.

SAFE SCHOOLS
Social Skills Inservice

Rationale

The Board's Safe Schools Policy requires that schools set in place social skill programs for all students. This has been identified as an initiative in schools. In trying to meet the needs of a large number of schools, the following inservice has been organized.

Suggested Audience

School Representatives - one/school
(possibly members of the Social Skills Planning Team)

** Supply coverage will be provided through the Safe Schools Policy Budget for sessions offered during school hours.

Format

Two 1/2 day sessions
1:30 - 4:00 p.m. at Sanford Resource Centre

Participating schools choose from one of the following:

Series One: November 20 and December 5

Series Two: November 21 and December 4

Follow-up after-school sessions in the new year
4:00 - 5:30 p.m. (dates to be identified later)

Focus/Content

Sessions will be designed to assist schools in the planning, selection, design and implementation of a school-wide social skills program. Opportunities will be provided for participants to meet as a whole group and in division groups (elementary, middle, secondary).

Topics to be included:

- components of a social skills program
- review of available social skill programs
- identification of student social skill needs
- integration of social skills into school program/curriculum
- relationship to learning outcomes (*The Common Curriculum*)
- evaluation/assessment (student learning and program)
- contacts/resources
- planning for future inservice needs

Social Skills include a wide range of interpersonal skills necessary for establishing positive relationships, resolving conflicts peacefully, and working as a team member.

Social Skills include skills necessary for

- **Friendship-making**
- **Communicating**
- **Dealing with Feelings**
- **Alternatives to Aggression**
- **Dealing with Stress**
- **Planning**

SAFE SCHOOLS UPDATE:

Please give to your safe school committee rep to complete and return to M. Quinn, Lower City Supt. —by Monday, March 25, 1996.

1. **AGGRESSIVE/VIOLENT BEHAVIOUR TRACKING FORM**

   Attach a copy of your school's tracking data.

2. **SCHOOL'S DISCIPLINE CODE**

   Attach copy. ◯ draft ◯ reviewed

3. **SAFE SCHOOL COMMITTEE MEMBERSHIP:**

   Name: Role: (i.e. student, parent, EA, caretaker)

4. **SOCIAL SKILLS PROGRAM**
   —skills necessary for developing positive relationships.
   —i.e. Second Step

   Status: ☐ implemented ☐ planning stage ☐ under review ☐ not yet addressed

   PROGRAM NAME:

   DESCRIPTION:

   GRADE LEVEL OF TARGET AUDIENCE:

5. **CONFLICT RESOLUTION PROGRAM**
   —i.e. bullying, peer mediation

   Status: ☐ implemented ☐ planning stage ☐ under review ☐ not yet addressed

   PROGRAM NAME:

   DESCRIPTION:

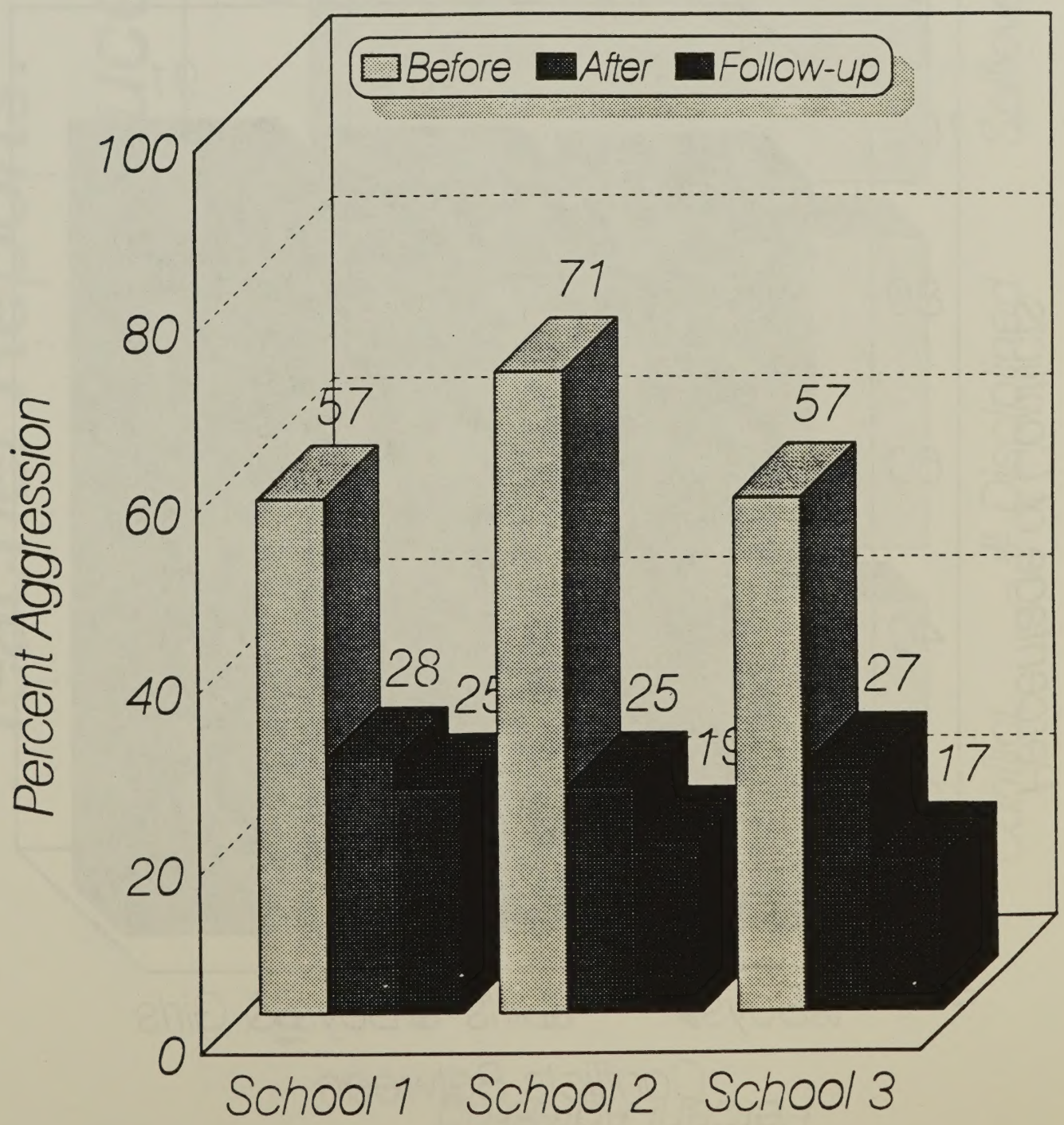
   GRADE LEVEL OF TARGET AUDIENCE:

6. **COMMENTS:**

7. **SIGNATURE:** **SCHOOL:**

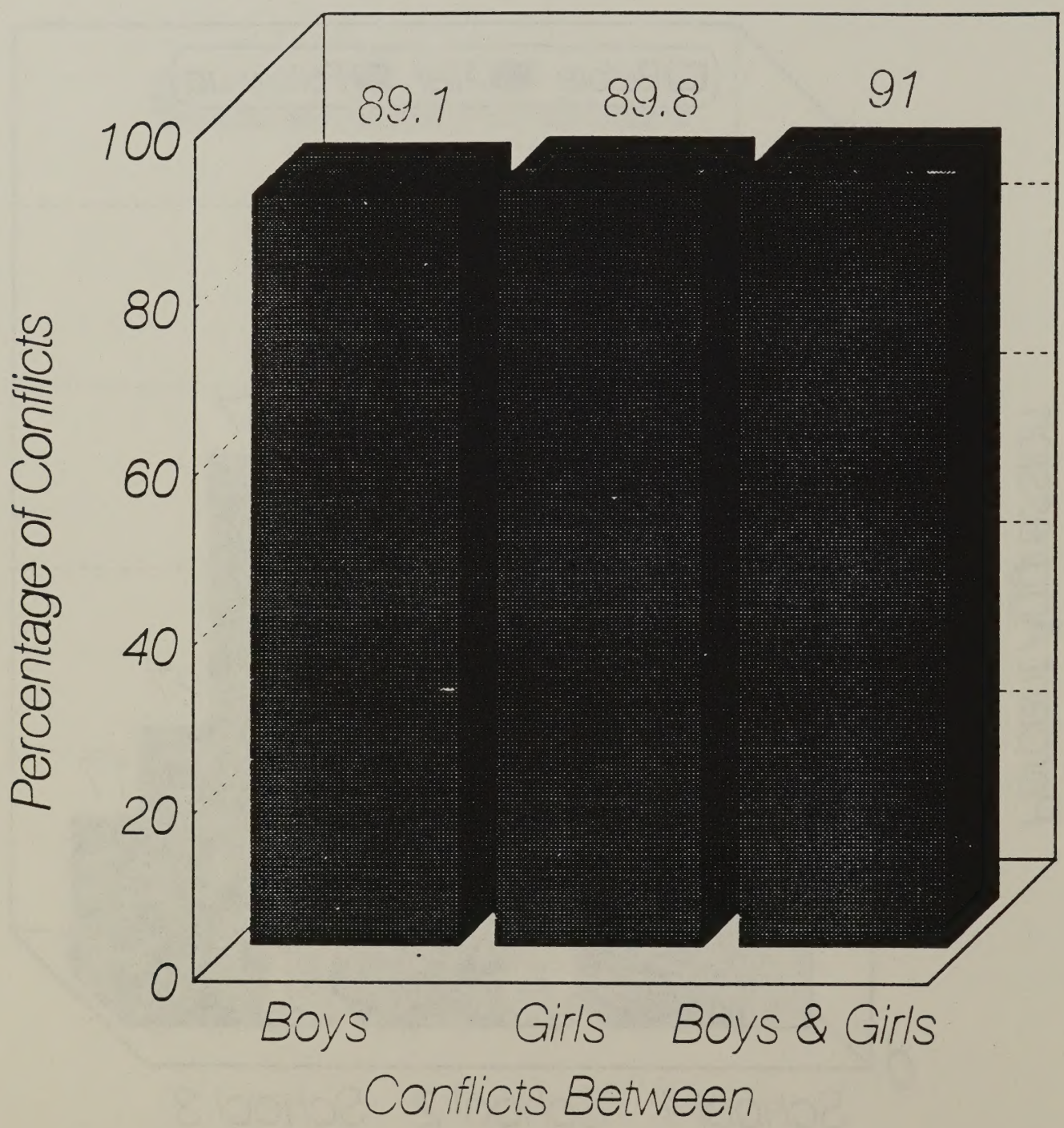
Playground Mediation Programs

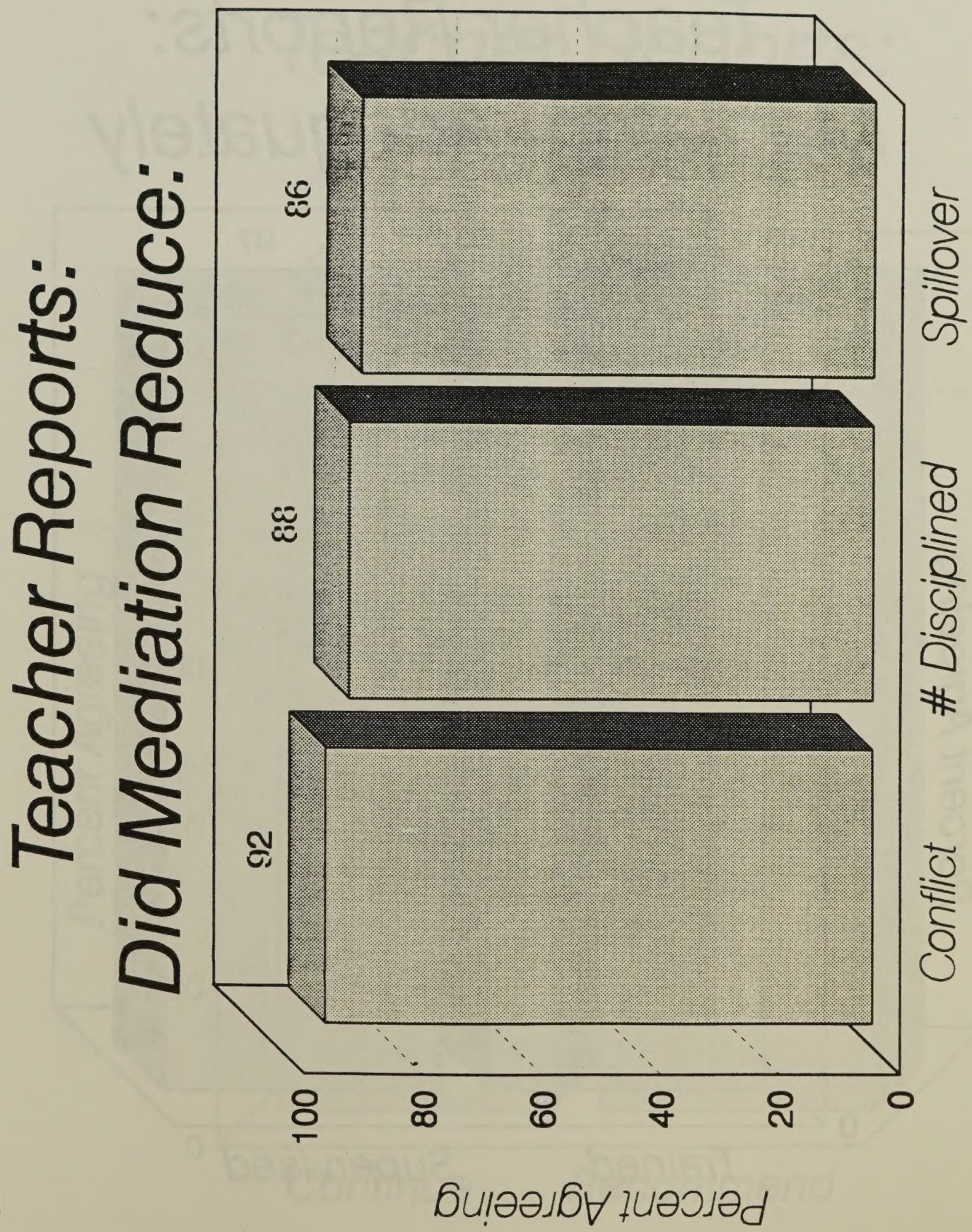
Effects on Physical Aggression



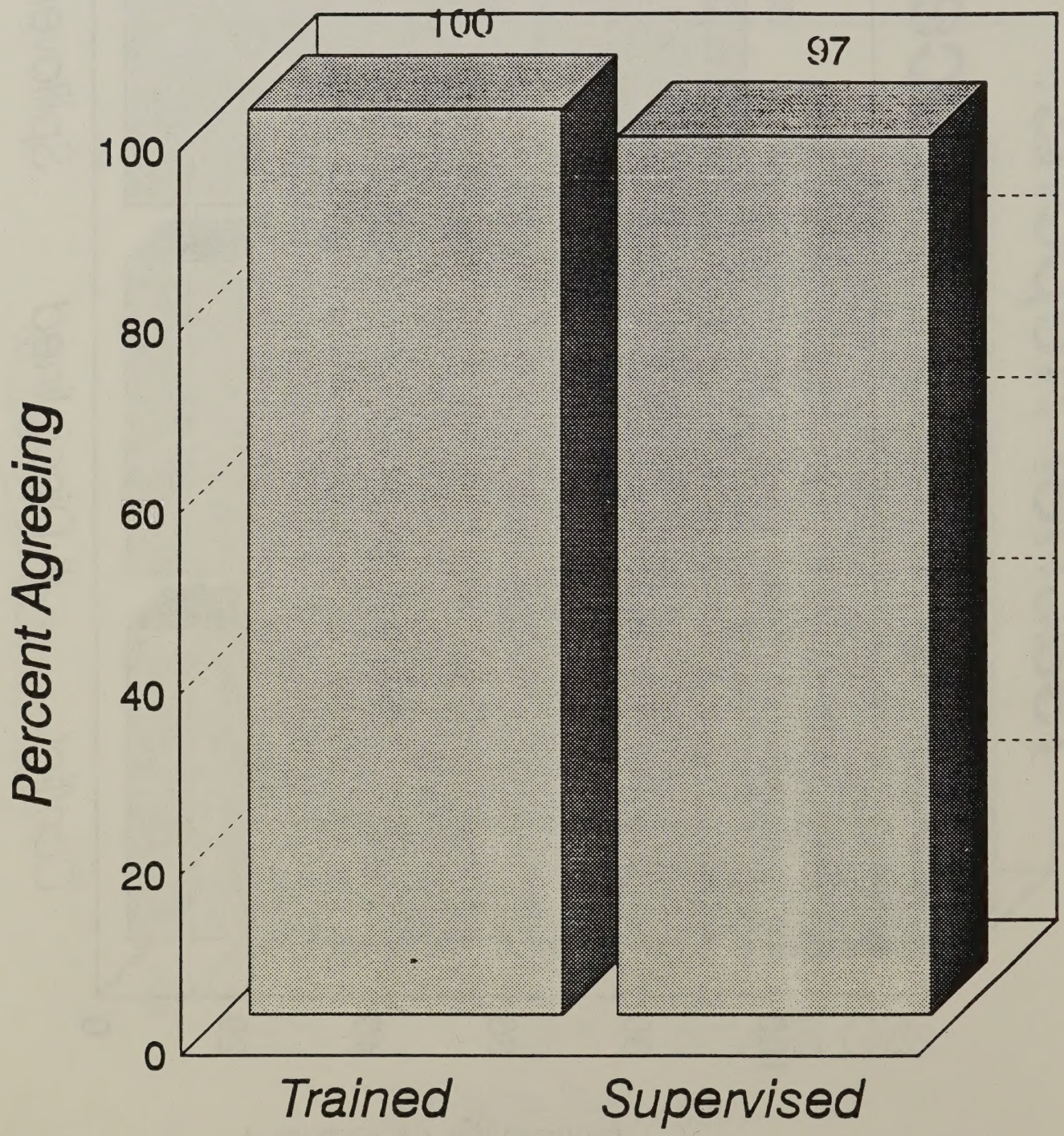
APPENDIX D

Conflicts Mediated Successfully

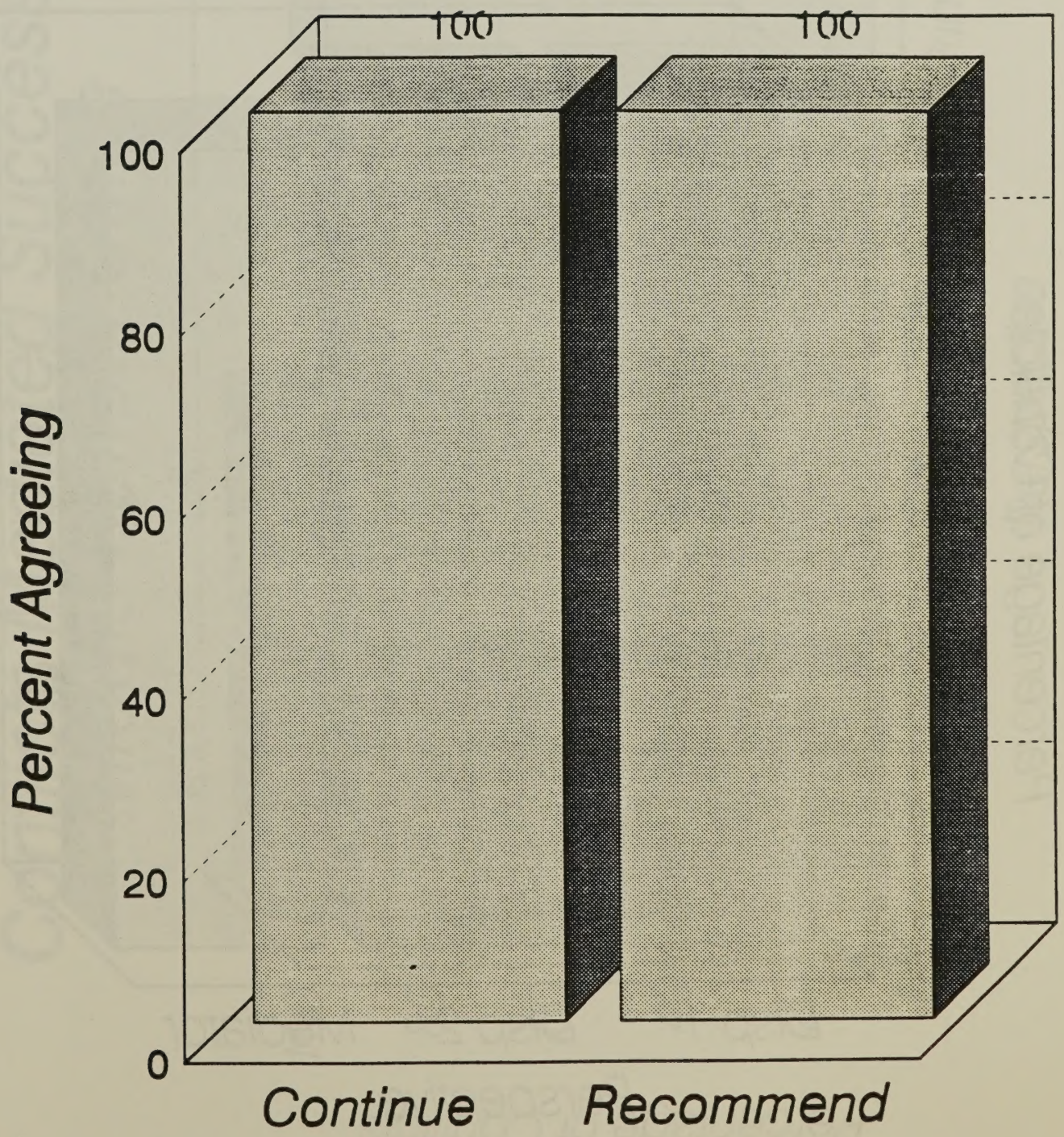



Teacher Reports:
Did Mediation Reduce:
Percent Agreeing
100
80
60
40
20
0
92
88
86
Conflict
Disciplined
Spillover

Teacher Reports: Mediators Adequately

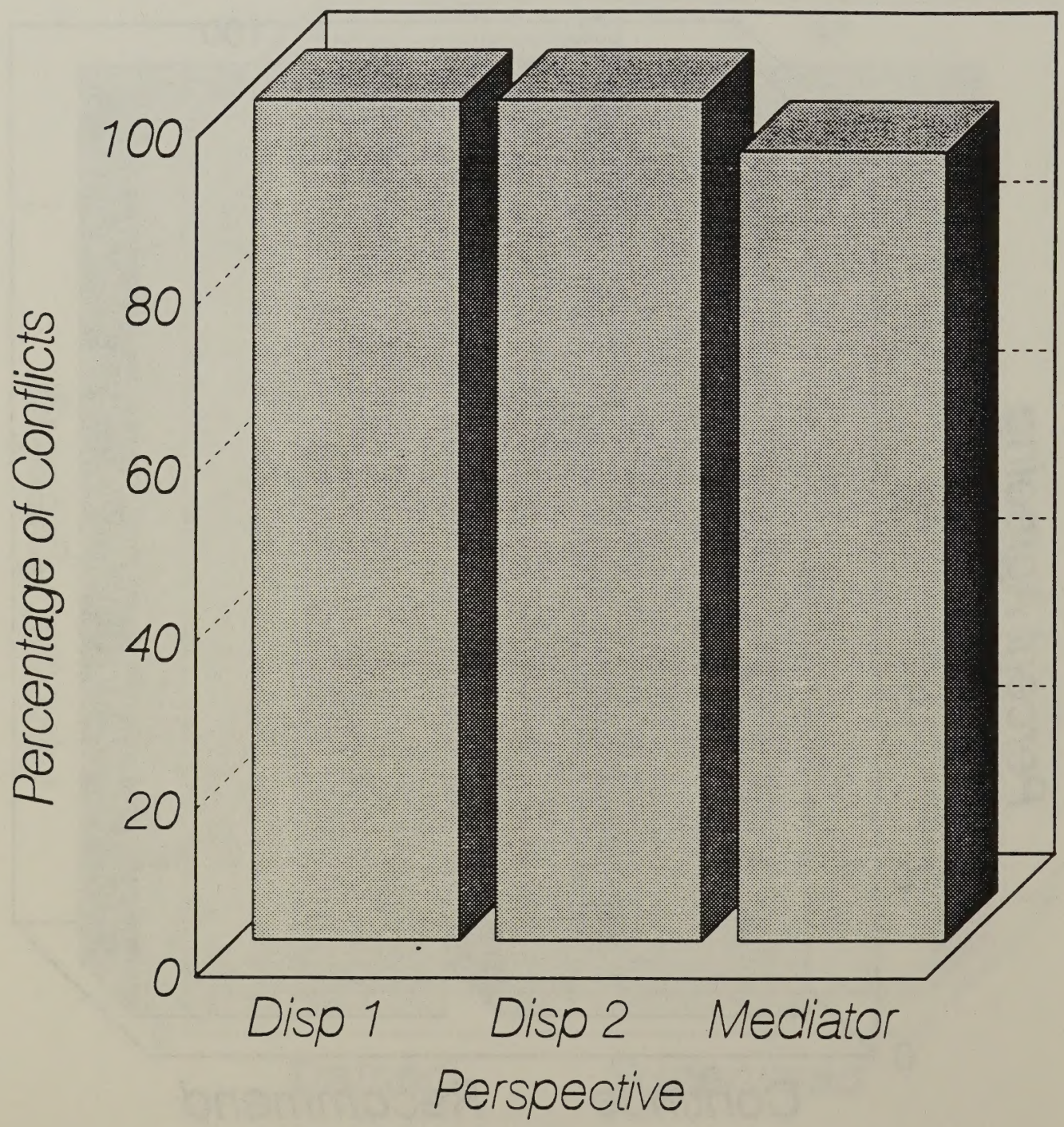


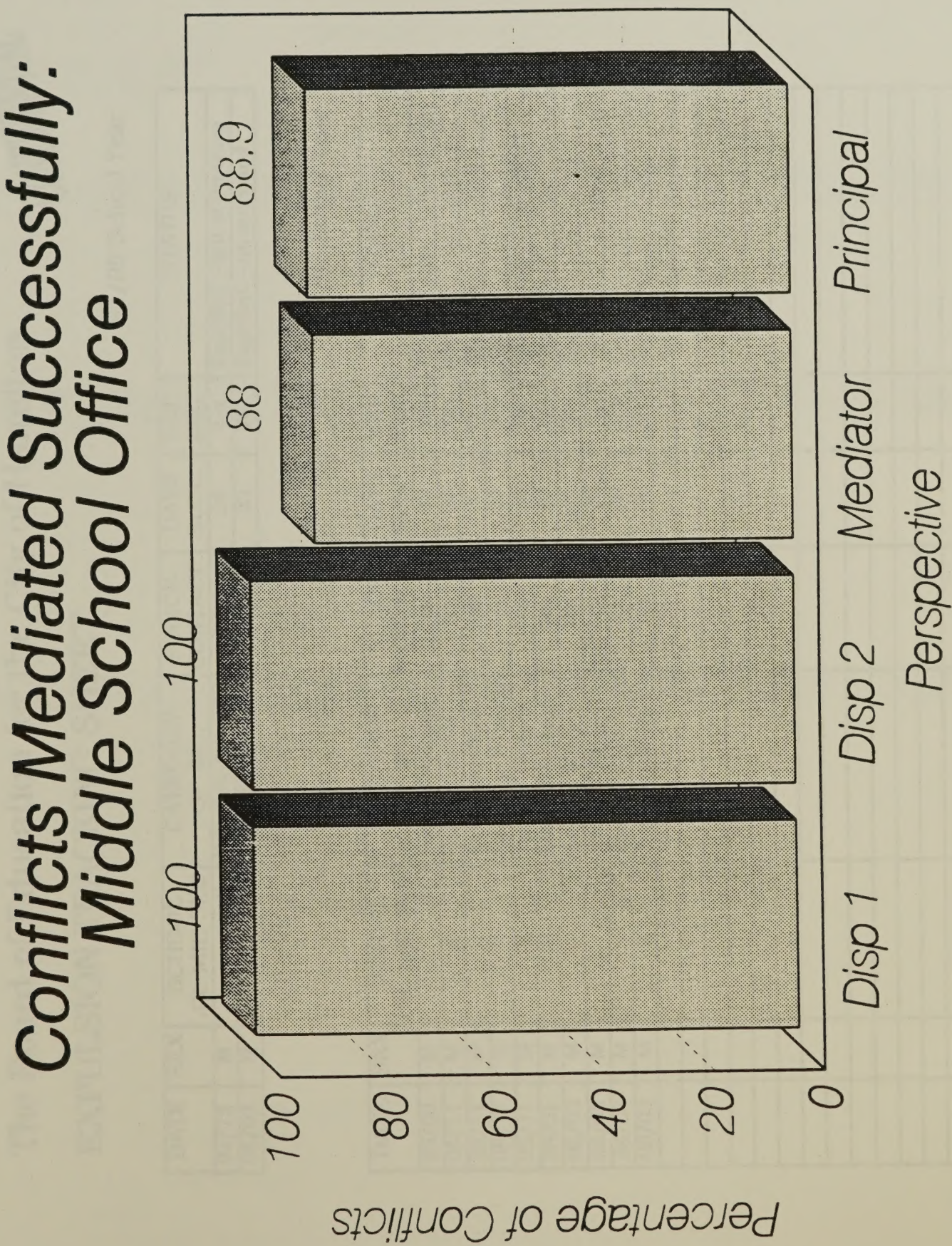
Teacher Reports:



APPENDIX D

Conflicts Mediated Successfully: Middle School Playground




Conflicts Mediated Successfully:
Middle School Office
100
100
88
88.9
100
80
60
40
20
0
Percentage of Conflicts
Disp 1
Disp 2
Mediator
Principal
Perspective

The Board of Education for the City of Hamilton

CONFIDENTIAL

EXPULSION TRACKING SHEET

94/95 School Year

DATE	SEX	SCHOOL JR. MID SEC	CATEGORY OF INC.	POLICE CONTACT	DAYS SUSP.	EXP. REC.	STATUS
94/12	M	X	Poss/Use Weapon	Yes	20	Yes	Expelled —out of Province
95/03	M	X	Poss/Use Weapon	Yes	20	Yes	Expelled —incarcerated

95/96 School Year

DATE	SEX	SCHOOL JR. MID SEC	CATEGORY OF INC.	POLICE CONTACT	DAYS SUSP.	EXP. REC.	STATUS
95/09	M	X	Poss. of Weapon	Yes	20	Yes	Exp. not app. - employment
95/11	M	X	Ext. Vandalism	Yes	20	Yes	Expelled
95/11	M	X	Ext. Vandalism	Yes	20	Yes	Expelled
95/11	M	X	Poss/Use Weapon	Yes	20	Yes	Expelled
95/11	M	X	Poss. of Weapon	Yes	20	Yes	Modified Rec.,- in school
96/01	M	X	Poss. of Weapon	Yes	20	Yes	Expelled
96/03	M	X	Poss. of Weapon	Yes	20	Yes	Expelled
96/03	M	X	Poss. of Weapon	Yes	20	Yes	Expelled
96/03	M	X	Poss/Use Weapon	Yes	20	Yes	Expelled
96/03	M	X	Poss/Use Weapon	Yes	20	Yes	Expelled

COMMITTEE MEMBERSHIP:

Dr. Marie Bountrogianni, *Chief Psychologist*
Joanne Cheyne, *Teacher, Hess St. School*
Lesley Cunningham, *Adjustment Consultant*
Kathie Hibbins, *Project Team Leader, Social & Interpersonal Skills*
Christine McCulloch, *Vice-Principal, Scott Park S.S.*
Murray Quinn, *Superintendent. of Schools, L.C., (Chair)*
Joe Trovato, *Behavioural Consultant*

PROGRAM OUTCOMES:

- identify the problems that must be addressed by the community/special services of H.B. of Ed.
- develop effective/selective decision-making skills that leads to more social success
- provide opportunities to apply the learned decision-making skills
- provide access to ongoing support

PROFILE OF THE CLIENT:

Could be:

- age/grade: Jr/Int. divisions, Grade 4–11
- multiple suspensions
- combination of behaviour and academic issues
- single "serious" occurrence
- school has made every attempt to respond to student needs (i.e. Safe School requirements, DARTS & strategies)
- willingness of administrator/teacher/student/family to contract with "At-Risk" Centre

THE PROGRAM:

I. DIAGNOSIS ASSESSMENT

What?	Who's Role?
• psychological assessment	Psychological Services
• D.A.R.T. records	L.R.T./Guidance/Administration
• behaviour data	Administration
• O.S.R.	Administration
• Family/Data Community	Family/Adjustment
• current academic status	Teacher/Administration

II MANAGEMENT OF CLIENT AGGRESSION

Components:

- social skills
- conflict resolution
- anger management
- *therapeutic component as required
- empathy training

III. ACADEMICS—CORE

- remediation
- maintaining core areas: elementary/secondary
- literacy skills
- work habits—study skills

IV. PARENTAL INVOLVEMENT

- parenting skills
- dealing with aggression
- family counselling—short term
- C.O.P.E. program

V. DEMISSION/RE-INTEGRATION

- involvement of teacher/principal of client
- determine location for demission
- preparing peers of client
- client goals (i.e. re-entry plan)
- parent follow-up direction
- tracking process for client
- academic re-integration plan
- resource support

RESOURCE PERSONNEL:

- H.B.E. –Psychological Services
  - –Social & Interpersonal Skills Team
  - –Social Workers
  - –Sr. Management
  - –Teaching Staff
- Dr. Dan Offord
- Probation Services
- C.A.S./C.C.A.S.
- Alternatives for Youth
- C.O.P.E.—Chedoke McMaster

PROPOSED MANAGEMENT (i.e. Board of Directors):

- Board Official(s)
- Trustee(s)
- Psychological Services/Psychologist
- Parent
- Attorney
- H.P.A./ H.S.S.P.C.
- John Howard Society
- Psychiatrist—Chedoke Centre for Children At-Risk

ISSUES TO RESOLVE:

- funding
- staffing
- location
- timelines

SUPPORT MATERIAL FOR EXPELLED STUDENTS

- Re-entry from expulsion
- Resources available for Therapeutic Support
- Resources available for Educational Support

RE-ENTRY FROM EXPULSION

Hamilton Board of Education Students:

(i) Expulsions are forever, and no time limit may be attached to the expulsion recommendation.

(ii) The parent and student may decide to make application to the Director and Secretary of the Board for re-admission. Such request will be reviewed and evaluated by Senior Management in light of the Board's criteria for re-admission (see 3.4.2.a(iii)). If an appropriate application is received, a date will be set for an "in-camera" hearing before the Board of Trustees. This is a similar but shorter process to section 3.3.6. The student's presentation must address the established re-admission criteria (see 3.4.2.a(iii)).

(iii) Re-admission Criteria
- a period of no less than 6 months has elapsed from the date of expulsion
- express appropriate remorse for the action(s) that led to expulsion
- has participated in some form of therapeutic intervention
- if employed, has had a good work record
- has continued their education
- willingness to sign a Declaration of Performance.

(iv) If the Board of Trustees decides to re-admit an expelled student, a Declaration of Performance contract will be constructed and signed by the Superintendent, the Principal of the school that the student will attend, and the student (and family if a minor). The student would not return to the school where the incident leading to the expulsion occurred.

(v) If the contract is breached, sanctions under the Discipline Policy will be considered.

Support for Students in meeting Criteria for Readmission from Expulsion

1. A minimum of ***6 months time has elapsed*** since the date of the expulsion.

2. ***Expression of Appropriate Remorse:***
   - student is able to express his/her responsibility for the expulsion
   - statement from therapist/counselling service supporting student's understanding of personal responsibility
   - student is able to express what he/she has learned from this experience.

3. ***Therapeutic Intervention:***
   The following agencies, professionals are able to provide assessment and counselling services:

Service	Contact	Fee	Referral Process
a) Child & Family Services Chedoke-McMaster	521-2100	OHIP	Family physician/self-referral if 12 yr. or over
b) Child & Adolescent Services	546-3678	OHIP	Family physician or Probation Officer
c) Family Services of Hamilton-Wentworth	523-5640	geared to income	Self-referral
d) Catholic Family Services of Hamilton-Wentworth	527-3823	geared to income	Self-referral
e) John Howard Society	523-7460	no fee	Self-referral if 10 yr. or over
f) Alternatives for Youth	527-4469	no fee	Self-referral for 13-25 yr. olds
g) Pastoral Counselling Centre	529-5400	geared to income	Self-referral
h) St. Joseph's Community Health Centre (East End)	573-7777	OHIP	Family physician or Self-referral
i) Yellow pages:			
"Physicians/Surgeons"	–Psychiatrists	OHIP	Family Physician
"Social Workers"	–Social Workers	User Fee	Self-referral
"Psychologists"	–Psychologists	User Fee	Self-referral

4. ***Employment:***
   If employed, has a good work record. A statement is required from your employer supporting a positive work record. To assist you in securing employment, the Jump*start* Agencies are provided.

...over

5. ***Has Continued Education:***
The following are available to support you in continuing your education:

a) Ministry of Education: Independent Learning Centre
20 Bay St, Suite 400
Toronto, M5J 2W1
or call 1-800-387-5512. Correspondence courses, no fees. Available only to those not enrolled in an educational system; therefore, you must provide them with a copy of your letter of expulsion.

b) English and Mathematics self-paced learning units Grades 7–12. Available upon request from the Office of the Superintendent of Schools, Lower City.

c) Hamilton Home Schooling Association: (318-8978). Can provide sources for learning materials and guidance in setting up a home schooling program.

d) Yellow Pages: "Tutoring"— Private tutors/tutoring schools are listed. User fees apply.

e) Hamilton-Wentworth Public Library System—provides access to computers and broad range of learning materials in all subject areas.

f) McMaster University: Tutors are available on a user fee basis by contacting specific departments directly (eg. English, Science, Mathematics, etc.)

g) Informal: Hamilton-Wentworth Region has a broad array of art galleries, museum, historic points of interest, outdoor education facilities to provide a rich source of learning opportunities.

6. ***Declaration of Performance:***
As a readmission requirement, the student must be willing to sign a Declaration of Performance. This is a form of contract created by the Principal of the receiving school and the Superintendent of Schools outlining requirements of both behavioural and academic performance. It will contain further requirements determined on an individual basis.

OTAB COFAM Ontario Training and Adjustment Board

JUMP*start* Giving Business A Youthful Advantage

Summary for Agencies Delivering Youth Programs

JUMP*start* is a new strategy announced by the Government of Ontario to create and expand training, education, and work experience opportunities for young people.

GETTING STARTED

1-800 Hotlines:

One-window access points for youth and employers seeking information and help on government youth employment training programs.
Jump*start* Youth Hotline: 1-800-387-0777

Youth Employment Counselling Centres Program:

Not-for-profit organizations providing youth with assessment, counselling, and help with resumé preparation and job search.
NEW: extend services into new and under-serviced regions of the province; a broader range of youth to be served including students and under-employed youth.

JobLink Ontario:

Helps people receiving social assistance access training, employment, and other labour market supports.
NEW: focus support on young people receiving social assistance (those in or out of school).

Youth Venture:

Offers interest-free loans to young people who want to start their own businesses.
NEW: include more participating banks; qualified business ideas; and support services to young entrepreneurs such as training and information sessions, mentoring, and access to other financial programs.

Youth Employment Symposium:

A provincially-sponsored youth symposium on issues of youth emplyment.
NEW: opportunity for youth, employers, organized labour, youth counsellors, and educators to work together preparing solutions to the special challenges facing youth in the work force today.

Sectoral Youth Employment Strategies:

Encourages businesses within the same sector to develop employment initiatives together.
NEW: incentive fund supporting the development of new youth employment training initiatives in more than 15 sectors. New training initiatives may include stay-in-school partnerships; post-secondary co-op or internship programs; and entry-level traineeships. The fund will cover direct training costs, instructor salaries, travel, accommodation, equipment, and the development of curriculum and training materials.

GETTING TRAINING

Youth Apprenticeship:

On-the-job training and in-school specialized training in skilled occupations.

NEW: Youth Modified Apprenticeship Programs targeting recent high school graduates (24 programs will have flexible requirements to respond effectively to the particular needs of young people).

Ontario Youth Apprecenticeship Program (OYAP):

Offers students the chance to attend high school and train as apprentices at the same time.

NEW: 15 new trades; subsidies of equipment purchases to registered OYAP apprentices; and increased promotion of program to educators.

Youth Access to Apprenticeship:

Supports services in the community to assist youth in apprenticeship programs.

NEW: additional supports such as counselling, program referrals, and preparatory training to young people; 15 new youth access projects.

Cooperative Education Programs:

Integrates academic study with workplace experience by providing students with high school credits for work-experience placements.

NEW: more incentives provided to employers to create innovative work-experience programs; students benefit from additional work placements.

GETTING A JOB

FUTURES:

Work experience placements and assistance in returning to school.

NEW: An additional Work Experience option providing a partial wage subsidy to unemployed graduates of secondary and post-secondary schools. FUTURES work placements will also be lengthened, increasing the chances for young people of finding successful long-term employment. FUTURES will receive additional funding targeted specifically to youth on social assistance.

Social Service Employment Program:

Work experience in not-for-profit organizations for people receiving social assistance.

NEW: additional part-time work placements over the next three years.

JobsOntario Training:

Helps long-term unemployed people develop skills and get permanent jobs.

NEW: program will transfer to OTAB on September 1, 1995. Include private-sector employers.

Northern Training Opportunities Program (NORTOP):

Helps employers create a variety of training opportunities and summer jobs in Northern Ontario.

NEW: program will transfer to OTAB on September 1, 1995. Additional placements for northern youth, particularly internships for secondary and post-secondary students and graduates.

Skills Acquisition Certificate

Provides specific youth employment program participants with a certificate outlining the skills they have acquired during work placements and training.

NEW: FUTURES work experience placements, NORTOP internship placements, EYC, OYAP, and JobsOntario Training.

Organizations

(as contacted to date)

Hamilton–Wentworth District Health Council
Hamilton Social Planning Council

EDUCATION:

McMaster University:
Dept. Paediatric Psychiatry
Dept. Medicine (Geriatrics)
Women's Health Office
Nursing
Sociology
Centre for Peace Studies

Schools:
Hamilton Board of Education
RC Separate School Board
Ancaster High Vocational
Ancaster Senior Public

SAFETY AND SECURITY:

Hamilton-Wentworth Police:
Family Violence Unit
Victim Services
Community Policing Unit
Scholastic Liaison Officer
Police Services Board—Domestic Violence Advisory Committee
Crown Attorneys Office

Shelters:
Inasmuch House
Interval House
Martha House
St. Matthew House
Sexual Assault Centre

ETHNIC CULTURAL GROUPS:
Hamilton Regional Indian Centre
Culturally, Racially Women's Needs Committee
Settlement and Integration Services Committee

Family Services of Hamilton
Childrens Aid Society
Hamilton Child Abuse Centre
Hamilton Public Health Unit
Neighbourhood Association

Catholic Family Services
Catholic Youth Assoc.
Alliance for Sexual Abuse
St. Josephs, Social Work
Neighbourhood Watch

SPORTS AND RECREATION:
Boy Scouts of Canada
Boys and Girls Club
Community Action Program for Children
Hamilton Culture and Recreation Dept.

YMCA
YWCA
Big Brothers
Can-Japanese Cultural

MEDIA:
Canadians for Positive Community Standards
Canadians Against Violence Everywhere
Canadians Concerned About Violence in Entertainment
The Spectator

VIOLENT INCIDENT/EXPULSION TRACKING SHEET

95/96 School Year

SEX	SCHOOL	CATEGORY OF INC.	POLICE CONTACT	DAYS SUSP.	EXP. REC.	STATUS
M	Secondary	Poss. of Weapon	Yes	20	Yes	Exp. not app. - employed
M	Elementary	Assault, Threat	No	5	No	
M	Elementary	Assault	Yes	20	No	
M	Elementary	Threat	No	2	No	
M	Elementary	Assault	No	0	No	
M	Elementary	Assault	No	TW	No	
M	Elementary	Assault	No	TW	No	
M	Elementary	Ext. Vandalism	Yes	20	Yes	Expelled
M	Elementary	Ext. Vandalism	Yes	20	Yes	Expelled
M	Elementary	Poss/Use Weapon	Yes	20	Yes	Expelled
M	Elementary	Poss. of Weapon	Yes	20	Yes	Modified Rec.,- in school
M	Elementary	Assault, Threat	Yes	15	No	
M	Elementary	Assault, Threat	No	8	No	
F	Secondary	Threat	Yes	12	No	
M	Elementary	Assault	Yes	10	No	
F	Secondary	Assault	Yes	20	No	
M	Elementary	Threat	Yes	16	No	Change schools
M	Elementary	Assault	No	TW	No	several such reports
M	Secondary	Sexual Assault	Yes	3	No	
M	Secondary	Assault	No	3	No	
M	Secondary	Threat	No	4	No	
M	Elementary	Poss. of Weapon	Yes	20	Yes	Expelled
F	Elementary	Poss. of Weapon	Yes	6 1/2	No	
F	Elementary	Poss. of Weapon	Yes	4 1/2	No	
M	Elementary	Poss Weap/Threat	Yes	16	No	Change schools
M	Elementary	Assault	No	20	No	
M	Secondary	Assault	Yes	10	No	
M	Secondary	Assault	Yes	0	No	
M	Secondary	Poss. of Weapon	Yes	20	Yes	Expelled
M	Secondary	Poss. of Weapon	Yes	20	Yes	Expelled
M	Secondary	Poss/Use Weapon	Yes	20	Yes	Expelled
M	Elementary	Poss/Use Weapon	Yes	20	Yes	Expelled

M	Elementary	Poss. of Weapon	Yes	10	No	
M	Elementary	Assault	Yes	5	No	
M	Elementary	Threats	Yes	5	No	
M	Secondary	Assault	Yes	5	No	
F	Secondary	Weapon/ Threats	Yes	10	No	
M	Secondary	Assault	Yes	10	No	
M	Secondary	Assault	Yes	1 1/2	No	
M	Secondary	Assault	Yes	1 1/2	No	
M	Secondary	Assault	No	5	No	
M	Secondary	Assault	No	3	No	
M	Secondary	Sexual Assault	Yes	20	No	quit
M	Elementary	Threats	Yes	2	No	
M	Elementary	Threats	Yes	5	No	
M	Elementary	Threats	Yes	5	No	
M	Elementary	Poss. of Weapon	Yes	9	No	
M	Secondary	Assault	No	3	No	
F	Secondary	Assault	Yes	5	No	
M	Secondary	Assault	No	5	No	
F	Secondary	Threats	No	3	No	
M	Secondary	Assault	No	5	No	
M	Secondary	Assault	No	5	No	
M	Secondary	Threat	No	5	No	
M	Secondary	Threat/Assault	No	5	No	
M	Secondary	Ext/Assault	Yes	3	No	
F	Secondary	Poss. of Weapon	Yes	20	No	

SUMMARY: 49...MALES
8...FEMALES

28...ELEMENTARY
29...SECONDARY

38...POLICE CONTACTS

SUMMARY OF SAFE SCHOOLS '96 BUDGET

Identification Programs: Start up support JK–5 Schools: (based on 25 schools @ $100.00)	$2,500.00
Expulsion Support Materials ($5/pkg based on 10 students)	$50.00
Translation costs of Safe School Policies	$200.00
Purchase of support and resource materials (video, print)	$500.00
In-service for staff	$5,250.00
Student Brochure—Middle & Secondary Schools	$1,500.00
TOTAL	**$10,000.00**

June 6 1996

To: Members of the Operations and Finance Committee

From: Judith Bishop

Regarding : SAFE SCHOOLS POLICY

BACKGROUND:
There has been one year's operation of the Safe Schools Policy and it is appropriate to look at areas where there may need to be modifications.

ISSUES:
The right of a student to be taught including to be taught appropriate social behaviour.
The need to provide a non-threatening environment in schools in which staff and studnets can work.
The need to modify, reconsider or add additional steps to some of the expulsion procedures.

SUGGESTIONS FOR REVIEW:
See Appendix 1.

RECOMMENDATION:
THAT THE SUGGESTED CHANGES IN APPENDIX 1 AND OTHERS BE CONSIDERED BY A SPECIALLY CONSTITUTED AD HOC COMMITTEE OF TRUSTEES, TO REPORT BACK TO OPERATIONS AND FINANCE WITH RECOMMENDATIONS BY DECEMBER 1996.

Rationale:

There has been no distinction made for the age of the student in expulsion hearings. Yet all students under 16 years of age are required to be in school by the Education Act.

For students under 16 years of age expelled from school there are virtually no education programs available in the community and few treatment programs. Many students aged over 16 years may be admitted to adult continuing education programs.

There is a need to bring together the two parts of the Safe Schools policy: the teaching, modelling and promotion of social skills and the zero tolerance to violence. Schools need to demonstrate that they have used social skills programs with difficult students.

The present expulsion procedures are rigid: practically "one strike and you are out".

Little information is presented to trustees at expulsion hearings, far less than in if a student is to be excused schools through the SALEP procedures, even though expulsion is potentially for ever.

The present format for parents is intimidating and unnecessarily formal. Also parents need to be informed of their rights and the process to be followed.

Suspension is not treatment, and for some students is not a deterrent.
A twenty day suspension is a significant loss of instructional time.

APPENDIX 1.

SOME SUGGESTED CHANGES:

A: Changes to I g), paragraph beginning:

"Depending on the nature and severity of the incident and the age of the student, one or more of the following consequences may be employed:

contact of the parent(s) /guardian
contact of the police
suspension of the student
completion of a Violence Incident Form for Inclusion in the OSR
alternative learning placement for the student
recommendation for expulsion"

REPLACE WITH: (Note capitals indicate changes to original)

FOR STUDENTS AGED SIXTEEN AND OVER depending on the nature and severity of the incident one or more of the following consequences may be employed :

contact of the parent(s) /guardian
contact of the police
suspension of the student
completion of a Violence Incident Form for Inclusion in the OSR
alternative learning placement for the student
recommendation for expulsion.

FOR STUDENTS UNDER SIXTEEN YEARS OF AGE, depending on the nature and severity of the incident,one or more of the following consequences may be employed:

contact of the parent(s)/guardian
contact of the police
suspension of the student
completion of a Violence Incident Form for Inclusion in the OSR
alternative learning placement for the student
ALTERNATIVE SANCTIONS
A CONTRACT WHICH MAY INVOLVE:
COMMUNITY INVOLVEMENT;
STUDENT CONTACT WITH COMMUNITY AGENCIES;
METHODS FOR STUDENT TO TAKE RESPONSIBILITY FOR THE CONSEQUENCES OF ACTION.
A CHANGE OF SCHOOL.

B: I H) CHANGE TO:

The Hamilton Board of Education is prepared to exercise its authority to expel studnets SIXTEEN YEARS AND OVER in order to ensure this safe learning and working environment. The Board of Education for the City of Hamilton is committed to a safe learning and working environment. Such an environment protects the safety and self-esteem of each person and promotes mutual respect of one person for another. AS A GUIDING PRINCIPLE, THE HAMILTON BOARD OF EDUCATION FOR THE CITY OF HAMILTON BELIEVES ALL STUDENTS, EXCEPT WHERE OTHER SUITABLE ARRANGEMENTS ARE MADE, SHOULD BE IN SCHOOL AND LEARNING.(The res of the paragraph remains as is.)

C: EXPULSION PROCEDURES:

3.2.7 CHANGE TO:

THE SUPERINTENDENT OF SCHOOLS WILL ARRANGE THE DATE OF THE EXPULSION HEARING WITHIN THE 20 DAY SUSPENSION PERIOD.Delete from "If this does not appear possible ...." to "Of the Trustees' decision (see Appendix 4.4)".

3.3.6 ADD to e) presentation by the principal, Superintendent, Counsel, SOCIAL WORKER, GUIDANCE COUNSELLOR OR PSYCHO-SOCIAL CONSULTANT TO INCLUDE:

a) AGE OF STUDENT;
b) HEALTH OF STUDENT;
c) PREVIOUS RECORD (i.e.AS PREPARED FOR SALEP);
d) SEVERITY OR FREQUENCY OF THE BEHAVIOUR AND THE LIKELIHOOD OF RECURRENCE:
e) THE EXTENT OF THE VIOLATION OF THE BOARD'S SAFE SCHOOL POLICY:
f) BEHAVIOUR COMMITTED ALONE OR IN A GROUP;
g) DEMONSTRATION THAT THE SCHOOL HAD TAKEN ALL REASONABLE STEPS TO AVOID EXPULSION :
   - THE STUDENT'S INVOLVEMENT IN THE SCHOOL'S SOCIAL SKILL PROGRAMS INCLUDING THE TEACHING OF CONFLICT RESOLUTION SKILLS:
   - IDENTIFYING ANY SPECIAL EDUCATION NEEDS THE STUDENT MAY HAVE:
   - OTHER INTERVENTIONS SUCH AS:ISSUING FORMAL WARNINGS:INVOLVING COMMUNITY SERVICES AND OR THE POLICE.

D: RECOMMEND

THAT THE PROCEDURES UNDER 3.3 BE RE-EXAMINED TO ENABLE PARENTS TO REPRESENT THEIR CHILD IN AN ENVIRONMENT WHICH AVOIDS INTIMIDATION AND EXCESSIVE FORMALITY.

NEW : (a step before expulsion.)

A REPORT BE BROUGHT TO OPERATIONS AND FINANCE FOR ANY STUDENT WHO IN ONE SEMESTER OR THE PERIODS SEPTEMBER TO THE CHRISTMAS HOLIDAYS, THE CHRISTMAS HOLIDAYS TO MARCH BREAK, OR MARCH BREAK TO THE END OF THE SCHOOL YEAR, IS SUSPENDED FOR 20 DAYS OR HAS SUSPENSIONS TOTALLING 20 DAYS OR MORE. THE REPORT WILL INDICATE:
THAT ALL REASONABLE STEPS HAVE BEEN TAKEN BY THE SCHOOL TO AVOID SUSPENSION.
REASONABLE STEPS WILL INCLUDE:
- THE INVOLVEMENT OF THE STUDENT IN THE SCHOOL'S SOCIAL SKILLS PROGRAMS INCLUDING THE TEACHING OF CONFLICT RESOLUTION SKILLS;
- IDENTIFYING ANY SPECIAL EDUCATION NEEDS THE STUDENT MAY HAVE;
- OTHER INTERVENTIONS SUCH AS:ISSUING FORMAL WARNINGS;INVOLVING COMMUNITY SERVICES AND OR THE POLICE

A PLAN FOR THE FUTURE WILL BE PRESENTED WHICH WILL IDENTIFY THE FUTURE STEPS THE SCHOOL WILL UNDERTAKE AND THE RESPONSIBILITIES OF THE STUDENT.

1996 03 21

MEMO TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Stew Thompson, Assistant Superintendent of Schools

RE: Final Report of the Transportation (Special Education) Working Group

REPORT CLASSIFICATION: For Information

Background:

The Transportation Working Group was formed as part of Senior Management's Resource Management Strategy to determine the feasibility of reducing transportation costs by:

- reducing the number of self-contained special education classes.
- returning the students to their home school.
- allocating current "self-contained class" staff to schools to support the implementation of a *Learning Centre/Self-Contained Class Model* to meet the special education needs of students.
- examining other aspects of the transportation budget in order to determine areas for potential reduction.

The committee reviewed current transportation costs related to the delivery of special education programs reflecting current Board practices. The committee also reviewed current Board and Ministry policies and regulations including the ***Identification, Placement and Review Committee Process***, the Board's ***Multi-Year Plan of Special Education Programs and Services (1982),*** reviews of the multi-year plan, and the ***Special Education Action Team Report (1992).*** (See Appendix I)

In reviewing all self-contained programs, there are groups of exceptional students for whom transportation could not be reduced or eliminated. These students include those with physical disabilities, autism, multiple disabilities, developmental disabilities, deafness and some behavioural disabilities. **These groups who represent approximately 13% of the total exceptional population will require transportation for accommodation and/or programming that is not possible to provide at each home school at this time.**

The committee investigated:

1. The feasibility of providing special education programming in the home school for groups of students identified with General Learning Disabilities, Specific Learning Disabilities, Speech and Language Disabilities, Gifted and Behavioural Exceptionalities. Delivering programs at the home school for these groups of students would eliminate transportation costs. These students represent 87% of the total exceptional population. (See Appendix II)
2. Reducing transportation costs associated with the delivery of ESL programs, school trips (swimming, roller skating, bowling, etc.), alternate care for special education students, design & technology/family studies programs, noon-hour runs for junior and senior kindergarten programs (14 schools), as well as current operating procedures which incur additional costs within existing practices. (See Appendix III)
3. Savings which would result if changes were made to the walking distance contained in our current transportation policy to align with the minimum distance requirements of the Ministry of Education and Training. (See Appendix IV).

Issue:

To share with the trustees the financial implication with respect to possible changes (see 1-3 above) to our current special education and transportation practices.

Recommendation:

1. That this report be received for information.

Rationale:

1. The needs of these groups of exceptional students can be met in their neighbourhood schools through the implementation of a *Learning Centre/Self-Contained Class Model* of program delivery utilizing existing self-contained resources.
2. Through modifications to existing practices, additional transportation savings can be realized while maintaining a reasonable level of transportation services for students.
3. Safety concerns and consistency of practice with co-terminus Boards were major factors in reaching the conclusion that no changes be made to walking distances contained in our current policy.

Conclusions:

1. (a) Exceptional students currently in self-contained General Learning Disabilities, Specific Learning Disabilities, Speech and Language, Gifted and Behavioural Exceptionalities classes be returned to their home school (effective September, 1996).
   (b) Current self-contained resources (staff/materials) for those classes be re-allocated to home schools according to a needs-based formulae. (effective September, 1996).
   (c) A *Learning Centre/Self-Contained Class Model* be developed to meet the needs of the exceptional population in each home school. (Implementation effective September, 1996).
   (d) A system in-service program building on the current pilot *Learning Centre/Self-Contained Class Model* be provided immediately utilizing existing resources.
   (e) In recognition that this model may not meet the special needs of every exceptional student within these categories, up to 10% of existing resources be allocated to maintain system self-contained classes including transportation as required. It is understood that this arrangement will be subject to budget review.

2. (a) **ESL**
   The Program Department is currently reviewing ESL program delivery to fully maximize Ministry funding for September, 1996. As a result, a significant proportion of the current transportation costs (up to 75%) may be eliminated through the allocation of additional resources to schools. No further action be taken pending the results of the review.
   (b) **Swimming/Roller Skating/Bowling**
   Swimming programs should continue to be funded where grant recovery is possible, but that funding for other trips should become the responsibility of the school. The severe needs of specific groups of students however, (e.g. wheelchair) will continue to be funded with the approval of the superintendent of schools. (Effective September, 1996).
   (c) **Alternate Care**
   The current practice of providing transportation of self-contained students to an alternate foster care address should be continued only if additional costs are not incurred. Where costs are greater than would be incurred by normal school to home transportation, the additional costs should become the responsibility of the parent/guardian/agency. (Effective September, 1996).
   (d) **Design & Technology/Family Studies**
   Students in the four schools where facilities are not available for the delivery of the program should access the program in the nearest middle school within walking distance of the home school. (Effective September, 1996).
   (e) **Junior/Senior Kindergarten Noon Runs**
   Alternatives should be explored (e.g. alternative full-day programs) to reduce transportation costs currently incurred in 14 schools. (Effective September, 1996).

3. **Walking Distance Policy Change**
   Savings which would result in extending the current distances in the Board's Transportation Policy may result in increased safety concerns and inconsistency of practice with co-terminus Boards.

Total Reduction Potential
(Based on current student population and grant application formulae)

Sept. - Dec. 1996	$ 618,530
Jan. - Dec. 1997	$1,451,347

Appendices:

Appendix I	Board/Ministry Philosophy and Direction
Appendix II	Transportation Statistical Analysis (Self-Contained Classes)
Appendix III	Transportation Statistical Analysis (ESL/Trips/Alternate Care/Design & Technology and Family Studies/ Junior & Senior Kindergarten noon hour runs)
Appendix IV	Walking Distance Policy Change

Transportation Working Group Membership

Judith Bishop	*Trustee*, Hamilton Board of Education
Chas Boecker	*Principal*, Roxborough Park School
Gail Christmas	*Manager*, Transportation Department
Eileen Collins	*Principal*, Huntington Park School
Eric Hipkiss	*Principal*, Sanford Ave. School
Frank Kovacs	*Principal*, Franklin Road School
Bruce Mair	*Principal*, Sir Isaac Brock School
Ted Ophoven	*Principal*, Queen Mary School
Stew Thompson	*Assistant Superintendent of Schools* ***(Chair)***
Janice Tomlinson	*Supervisor*, Special Education, Program Department

Appendix I

Board/Ministry Philosophy & Direction

The Multi-Year Plan of Special Education Programs and Services for the Board of Education for the City of Hamilton (1982) states:

"...the Board of Education for the City of Hamilton:

1) *Reaffirms its commitment to a delivery of special education services model which attempts to provide a continuum of intervention strategies dependent upon the degree of disability or exceptionality of each pupil within its jurisdiction.*
2) *Will continue to provide a range of appropriate special education programs and services from assistance within the regular classroom setting to placement in segregated special education facilities.*
3) *Will continue to provide highly qualified and competent personnel, including those with special education qualifications, as teachers, resource persons and administrators."*

In 1992, after a comprehensive survey of all stakeholders, an *Action Team Report* was passed by the Board. The report included a number of recommendations for Special Education. The first three recommendations were:

1) *"The needs of all students including exceptional students should be met wherever possible in their neighbourhood school.*
2) *Resources to support program delivery to all students including exceptional students must continue to be applied at the school and within the classroom.*
3) *It is essential that a range of programs be provided given the unique and varying needs of the student population."*

In 1995, the Ministry of Education and Training developed draft revisions to Regulation 305 which stated that:

> *"The Identification, Placement and Review Committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services would meet the pupil's needs and is consistent with parental preferences.*
>
> *If the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with the preferences mentioned above, the committee shall decide in favour of placement in a regular class."*

Identification, Placement & Review Committee Process

The Identification, Placement and Review Committee process {R.S.O. 1995, Reg. 305:2(1)} determines the identification and placement of exceptional students. Both identification and placement are reviewed yearly, at the Annual Review, as part of the IP&RC process. Students who are currently in self-contained placements have been deemed, through their last Annual Review, to require a self-contained placement. No changes in placement (i.e. regular class or self-contained class) may be made without an Annual Review.

Appendix II

Transportation Statistical Analysis

Self-Contained Classes

Van/Taxi			Public Transit		Grand Total	
Self-Contained Classes	**Number of Students**	**Maximum Savings**	**Number of Students**	**Maximum Savings**	**Number of Students**	**Maximum Savings**
GLD	101	$245,698	16	$ 5,624	117	$251,322
SLD	161	$371,657	32	$11,248	193	$382,905
Speech/Lang.	101	$204,722	5	$ 1,758	106	$206,480
Gifted (Elem)	82	$204,507	98	$34,447	180	$238,954
Gifted (Sec.)	0	$0	67	$23,551	67	$ 23,551
B.E.	52	$145,714	16	$ 5,624	68	$151,338
Total	497	$1,172,299	234	$82,251	731	$1,254,550

Note: (1) Statistics based on January, 1996 enrolment. (2) Savings do not include adjustments for grants.

Conclusions:

(a) Exceptional students in self-contained General Learning Disabilities, Specific Learning Disabilities, Speech and Language, Gifted and Behavior Exceptionalities classes be returned to their home school. (Effective, September, 1996).

(b) Current self-contained resources (staff & materials) for those classes be re-allocated to home schools according to a needs-based formulae. (Effective September, 1996).

(c) A *Learning Centre/Self-Contained Class Model* be developed to meet the needs of the exceptional population in each home school. (Effective September, 1996).

(d) A system in-service program building on the current pilot *Learning Centre/Self-Contained Class Model* be provided immediately utilizing existing resources.

(e) In recognition that this model may not meet the special needs of every exceptional student within these categories, up to 10% of existing resources be allocated to maintain system self-contained classes including transportation as required. It is understood that this arrangement will be subject to budget review.

Reduction Potential Summary

Sept. - Dec. 1996	**$ 437,700**	**$ 376,478 (after grant adjustment)**
Jan. - Dec. 1997	**$1,254,550**	**$1,018,118 (after grant adjustment)**

Appendix III

Transportation Statistical Analysis

ESL Programs

	Van/Taxi		Public Transit		Grand Total	
Group	Number of Students	Maximum Savings	Number of Students	Maximum Savings	Number of Students	Maximum Savings
ESL (Elem)	65	$137,085	2	$ 703	67	$137,788
ESL (Sec.)	0	$0	112	$39,368	112	$ 39,368
Total	65	$137,085	114	$40,071	179	$177,156

Conclusion:

The Program Department is currently reviewing ESL program delivery to fully maximize Ministry funding for September, 1996. As a result, a significant proportion of the current transportation costs (up to 75%) may be eliminated through the allocation of additional resources to schools. No further action is to be taken pending the results of the review.

Reduction Potential Summary

Sept. - Dec. 1996	**$ 78,401**
Jan. - Dec. 1997	**$177,156**

Swimming, Roller Skating, Bowling, Other School Trips

Where a class of students attends these programs more than 15 times a year, application is made by the Transportation Department to the Ministry for grant recovery for transportation expenditures.

Conclusion:

Regularly scheduled swimming programs should continue to be funded where grant recovery is possible, but funding for other occasional trips should become the responsibility of the school. The severe needs of specific groups of students however, (e.g. wheelchair) will continue to be funded with the approval of the superintendent of schools. (Effective September, 1996)

Reduction Potential Summary

Sept. - Dec. 1996	**$35,335**
Jan. - Dec. 1997	**$88,337**

Alternate Care

Transportation is provided for special education students to an alternate foster care address at a cost of approximately $7,000 a year.

Conclusion:

The current practice of providing transportation of self-contained students to an alternate foster care address should be continued only if additional costs are not incurred. Where costs are greater than would be incurred by normal school to home transportation, the additional costs should become the responsibility of the parent/guardian/agency. (Effective September, 1996).

Reduction Potential Summary	
Sept. - Dec. 1996	**$2,800**
Jan. - Dec. 1997	**$7,000**

Design & Technology and Family Studies

Because facilities are not available in four schools, students are transported to other middle schools to access the program:

Adelaide Hoodless to Prince of Wales and Memorial
Hess Street to Tweedsmuir
Strathcona to Tweedsmuir
ACES to Tweedsmuir

Conclusions:

1. Students in the four schools where facilities are not available for the delivery of these programs should access the program in the nearest middle school within walking distance of the home school. (Effective September, 1996)
2. This issue should be referred to the ***Consolidation of Schools Working Group.***

Reduction Potential Summary	
Sept. - Dec. 1996	**$ 7,894**
Jan. - Dec. 1997	**$19,736**

Junior and Senior Kindergarten Noon-Hour Runs

Currently the transportation of JK/SK students at noon hour occurs in 14 schools (in accordance with distances in the Transportation Policy) at an annual cost of $144,000.

Conclusion:

Alternatives should be explored (e.g. alternate full-day programs) to reduce transportation costs currently incurred in the 14 schools. (Effective September, 1996)

Reduction Potential Summary	
Sept. - Dec. 1996	**$ 56,400**
Jan. - Dec. 1997	**$141,000**

Appendix IV

Walking Distance Policy Change

The distances in the Board's Transportation Policy are less than those mandated for the various age groups by the Ministry of Education and Training:

HBE Policy Distances		**Ministry of Education Distances**
Junior Schools	1.6 km	1.6 km if under 7 years of age
Middle Schools	2.4 km	3.2 km if 7 years of age and under 10
Secondary Schools	3.2 km	4.8 km if 10 years of age or older

An initial review of potential reduction of home to school transportation costs by changing walking distance to 3.2 km for Junior and Middle schools indicates that a reduction of approximately 20% may be possible. However, in the shared busing environment, one bus must be removed from the routes in order to achieve a $110 per day cost saving. A reduction of 20% of the runs will not necessarily equal a reduction of 20% of the budget. (Potential savings estimated at $100,000 - $150,000 annually.)

An initial review of potential reduction of home to school public transit transportation costs by changing walking distance to 4-8 for Secondary Schools indicates that a reduction of approximately 30% may be possible. (Potential savings estimated at $110,000 annually).

Conclusion:

Savings which would result in extending current distances in the Board's Transportation Policy may result in increased safety concerns for students and inconsistency of practice with co-terminus Boards.

TO: The Chairman and Members
Operations and Finance Committee
1996 06 11

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer

PREPARED BY: G. Christmas
Transportation Officer

RE: **VIDEO CAMERAS ON SCHOOL BUSES**

REPORT: **FOR DECISION**

BACKGROUND:

Video cameras were a recommended strategy of the Bus Safety Working Group. Upon recommendation of the Transportation Committee, the following motion was approved by the Board 1995 11 14:

"That the following Report of the Transportation Committee be approved:

(b) That the report on Video Cameras be received for information and the following recommendations be approved:

i. That video cameras be employed (on school buses) on a pilot basis at the request of the principal at no cost to the board and a review take place in June 1996.

ii. That the Transportation Policy be amended to allow the use of video cameras."

ISSUE:

To provide an update regarding the usage of video cameras on school buses.

RECOMMENDATION:

That a video camera be employed on school buses on a pilot basis at the request of the principal and that a review occur in December 1996.

RATIONALE:

A video camera on a school bus is an extremely useful device. It provides assistance to the principal to resolve severe disciplinary issues that put the safety of all students on the bus at risk. A "black box" is mounted at the front of the bus and a camera may

or may not be inside. The camera is portable and can be moved from one bus to another as required.

A process has been developed that incorporates communications to parents by the school, references to Freedom of Information, video tape erasure requirements and use of the equipment. A proposed amendment to the Transportation policy and a revised "Code of Conduct for Pupils on School Buses" is under review.

Traditional methods of student management are being utilized on the large yellow buses. These include issuing misconduct reports, temporarily parking the bus by the side of the road and even returning the students back to the school. However, there are times when these methods have limited success. If the driver cannot concentrate on the road due to excessive distractions, the chances of an accident increase. If a driver cannot "catch" a student in the act of misbehaving, the principal's ability to assist is limited. To further complicate the problem, drivers tend to become frustrated and an increase in driver turnover gives the students more opportunity to take advantage of the situation.

Video cameras have been utilized for two years by the Wentworth County Board of Education with great success. Wentworth County buses installed camera boxes in all of their busses this year. Both drivers and school officials have been able to use the camera effectively to control misconduct. The misconduct does still occur, however, the number of instances has decreased dramatically.

The Hamilton-Wentworth Roman Catholic Separate School Board is currently reviewing the implementation of a video camera pilot project for secondary school buses beginning September 1996.

From May 9 until May 24, Chedoke school was targeted as a pilot school for using video cameras. A video camera was obtained on loan from Wentworth County from May 13 - 17. The provision of a video camera, in response to a principal's request, is dependent upon the availability of a video camera for loan from Wentworth County or the Hamilton-Wentworth Roman Catholic Separate School Board who have large bus fleets utilizing their cameras full-time.

TO: The Chairman and Members
Operations and Finance Committee
1996 06 11

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer

RE: **TRI-BOARD TRANSPORTATION STUDY**

REPORT: **FOR DECISION**

BACKGROUND:

In the Fall of 1995, the Directors of Education and the Chairmen of The Board of Education for the City of Hamilton, The Hamilton-Wentworth Roman Catholic Separate School Board and The Wentworth County Board of Education met to discuss potential co-operative ventures to improve efficiency and reduce costs for all ratepayers. Transportation services were identified for review because they held the potential for additional cost savings. As a result, each of the Boards adopted resolutions to provide the scope for a study. The resolutions are presented on page 1 of the Report.

Based upon those resolutions, the following joint Media Release was issued by each of the Chairmen:

> The Hamilton-Wentworth Roman Catholic Separate School Board, The Wentworth County Board of Education and The Board of Education for the City of Hamilton are pleased to announce the commencement of a joint study to examine the feasibility of more extensive co-operation in providing student transportation services, such as computerized routing and shared busing arrangements.
>
> The three boards currently bus a total of 23,500 students to school on a daily basis. The Wentworth County system has the largest student busing operation with 11,000 students bused every day, while 9,000 Hamilton-Wentworth Roman Catholic students and 3,500 Hamilton Board students also make use of the transportation services provided.
>
> Although each of the boards has already reduced transportation expenditures significantly in the last few years, the scope of this three-way initiative is anticipated to hold considerable potential for additional major cost-savings.
>
> Hamilton-Wentworth's three school boards have agreed to undertake this co-operative venture in a concerted effort to improve efficiency and reduce costs for all their ratepayers.

While much work needs to be done to determine the actual savings involved, the agreement to proceed with the study is a most important step towards minimizing the cost of school bus transportation across the region.

As a result of Board resolutions, a Tri-Board Joint Transportation Study Group was established to develop a proposal for consideration by the respective Chairmen and Directors. The Group, consisting of staff representatives from the three Boards, met for a period of six months to discuss and identify all relevant policy and operational issues relative to the resolutions adopted by each Board. The process was lengthy and detailed. It is important to note that there was a consistent and co-operative approach by all representatives to share, discuss and document all of the information in a very collaborative way to ensure that a thorough study was undertaken to identify all relevant information. The representatives wanted to ensure that an informative report would be produced for consideration before the next phase of a co-operative venture was considered.

In March, 1996, the Study Group submitted its report to the Chairmen and Directors of the three Boards for their review and consideration.

In May, 1996, the Chairmen and Directors concluded their review and initiated the recommendations.

ISSUE:

The Study Group attempted to conduct as thorough an analysis as possible to identify the relevant operational issues and services being provided throughout the entire county. The details are contained on pages 2 to 8 and address:

. Staffing
. Budgets
. Operational Statistics
. Reporting Structure
. Policy
. School Hours
. Service Agreements/Bus Contracts
. Compatible Computer Hardware/Software
. Shared Transportation

The report concluded with a series of recommendations contained on page 9.

RECOMMENDATIONS:

1. To facilitate greater sharing of transportation services where it increases efficiency and reduces costs, the Hamilton, Hamilton-Wentworth RCSS and the Wentworth County Boards of Education encourage:

   a) the sharing of student data as determined by the need to integrate routes;

b) the joint use of buses to transport students;
c) the linking of routes between coterminous Boards to permit double and triple runs.

2. The Tri-Board Committee further recommends:

a) the investigation of the joint purchase of the Edulog system;
b) the exploration of a common Transportation Policy;
c) the establishment of a Tri-Board School Year Calendar Committee to facilitate cost savings associated with the Transportation Proposal;
d) the establishment of an Administrative Tri-Board Committee to continue to explore means of reducing costs in transportation and make recommendations regarding the implementation of the above plan.

RATIONALE:

In March, 1996, the Minister of Education and Training tabled the Education Amendment Act. The legislation included amendments to the Education Act to "increase co-operation with other local Boards and other public agencies by authorizing school boards to enter into co-operative agreements with other Boards, public sector agencies and other organizations as prescribed by regulations and require school boards to report annually on co-operative initiatives, taken or explored, to improve efficiency. "

As a result of the co-operative venture undertaken by The Hamilton Board of Education and the Hamilton Wentworth RCSS Board to implement a joint computerized transportation routing and scheduling system and the leadership demonstrated by the Chairmen and Directors of the three local Boards within the county, these initiatives will further demonstrate commitment to improved efficiencies, expenditure reductions and compliance with the Minister's requirement for annual reporting on co-operative ventures.

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TO: The Chairman and Members
Operations and Finance Committee
1996 06 11

FROM: Paul E. Shewfelt
Superintendent of Financial Services and Treasurer

Gail Christmas,
Transportation Officer

RE: **STATUS REPORT ON STUDENT TRANSPORTATION**

REPORT: **FOR INFORMATION AND DECISION**

BACKGROUND:

The provision of student transportation and related administrative services are currently critical issues. They warrant consideration and resolution in order to ensure the effective and efficient delivery of services through the utilization of all available resources and co-operative ventures.

Transportation services are currently provided for approximately 3,549 students, using 222 vehicles supplied by seven carriers.

The overall 1996 transportation budget consists of three components:

. Program Department for Outdoor Education and the Co-op Program	$ 90,000
. French Language Section for public transit fares and the Co-op Program	58,680
. Financial Services for student transportation using buses, mini buses, vans and taxis as well as public transit fares	4,401,068
	$4,549,748

The grants for transportation for 1996 are estimated to be $1,654,000. Reference to pages 6 to 10 of this report provides further information.

It should be noted that, as a result of the implementation of the Computerized Routing and Scheduling System in partnership with the Hamilton-Wentworth Roman Catholic Separate School Board, we have reduced our cost of bus transportation for 1995 and 1996 by a total of $253,000. Page 8 of the report provides information relative to shared bus routes.

ISSUES:

Currently, there are four issues that require resolution:

Busing Agreement

The proposed agreement between Laidlaw Transit Ltd. and the Board of Education for the City of Hamilton has been reviewed by staff and our solicitor. It makes provision for large yellow bus services until June 30, 1997.

Management Services Agreement (Computerized Routing and Scheduling System)

In 1992, The Chairmen and Directors of The Board of Education for the City of Hamilton and the Hamilton-Wentworth Roman Catholic Separate School Board submitted a joint application to the Ministry of Education for access to the Transition Assistance Fund to enable the coterminous boards to plan routes in a co-operative and cost-efficient manner. In 1993, we were advised of the approval of our submission in the amount of $235,000 for hardware, software and planning services. A report was subsequently made to the Operations and Finance Committee in 1994 indicating that the software products and services of four suppliers were reviewed. The Board approved - that a joint contract be negotiated with Laidlaw Transit to provide a computerized transportation routing and scheduling system not to exceed three years and the amount of the Transition Assistance Fund. At a subsequent meeting, the Transportation Committee was reconstituted with a mandate - to review the joint contract with Laidlaw Transit. In June of 1995, the committee was advised that the contract would be reviewed by our lawyer and, as requested, a progress report would be provided in November, 1995.

Carrier Consultations

On March 6, 1996, a meeting was held with all student transportation carriers to inform them of our current financial difficulties, the pending recommendations of the Transportation (Special Education) Working Group and to solicit their suggestions to assist us financially before we considered a further course of action.

The Board was represented by the Director, the Superintendent of Financial Services and Treasurer, the Transportation Officer and the Purchasing Manager. In attendance were representatives from Laidlaw Transit Ltd., Verma Transportation, Caledonia Transportation, Hamilton Yellow Cab Company Ltd., Veteran's Transportation, Blue Line Transportation Ltd. and Attridge Transportation Inc.

On April 2, 1996, we acknowledged receipt of the responses from the carriers. They were advised that their proposals would be evaluated and that no decisions would be made prior to the completion of the 1996 Budget deliberations. On May 14, 1996, the carriers were invited to clarify and discuss their proposals. At that time, the following proposals were reviewed:

Verma Transportation

Based upon the current services of 6 vans for 56 students, the proposal put forward was a reduction of 6% to 7% for all scheduled students. Based upon our 1995 experience, this could equate to an annual savings of approximately $10,000. If we were to increase the volume to 75 students, a rate reduction of 8% to 10% would be available. Reference was also made to consider a three to five year agreement.

Hamilton Taxicab Companies

A joint proposal was presented by Veteran's Transportation, Hamilton Yellow Cab Company Ltd. and Blue Line Transportation Ltd. Discounts were offered as follows:

> 400 students	20%
300-399 students	15%
200-299 students	10%
< 200 students	0%

Since our taxi services are estimated to decrease this September from 119 taxis for 554 students to approximately 59 taxis for 289 students, a future discount could be a minimum of 10% or approximately $135,000 per year. Subject to actual September services to be provided, the discount rate could increase to 15%.

Laidlaw Transit Ltd.

A joint confidential proposal was presented on behalf of Laidlaw, Attridge and Caledonia Transportation. At the present time, Laidlaw provides 37 buses for 2,600 students and the three carriers combined provide 60 vans for 339 students. The proposal involved the provision of all student transportation vehicular services for one price at an estimated annual savings.

Restructuring

In 1994, the Transportation Department was downsized from three positions to two. In September, 1995, a report entitled Restructuring Due to Budget Reductions recommended the elimination of the Transportation Officer position, effective August 31, 1996.

At this critical juncture, it is imperative that the duties of this position be reassigned to ensure continued progress towards the development and implementation of the Tri-Board Transportation initiative.

It should be noted that the Transportation Officer has implemented $250,000 in savings to date for our Board as a result of the co-ordinated initiatives undertaken with the Hamilton-Wentworth Roman Catholic Separate School Board.

RECOMMENDATIONS:

Busing Agreement

1) That the Superintendent of Financial Services and Treasurer be authorized to finalize the Busing Agreement with Laidlaw Transit Ltd. on the understanding that the termination date will be June 30, 1997 and

2) That the Busing Agreement be considered for renewal subject to recommendations forthcoming from the Tri-Board Transportation Study.

Management Services Agreement (Computerized Routing and Scheduling System)

3) That the Officials of The Board of Education for the City of Hamilton and the Hamilton-Wentworth Roman Catholic Separate School Board finalize the Management Services Agreement with Laidlaw Transit Ltd. immediately on the understanding that the termination date will be no later than June 30, 1997 and

4) That the Management Services Agreement be considered for renewal subject to

   i) future considerations associated with a county-wide student transportation consortium and

   ii) consultation with representatives of Administrative and Operational Services.

Carrier Consultations

5) That the Superintendent of Financial Services and Treasurer be authorized to finalize mutually agreeable arrangements with current taxi and van carriers for implementation for the 1996-1997 school year giving due consideration to the potential implications associated with a county-wide student transportation consortium.

6) That no action be taken with respect to the Laidlaw Transit Limit joint proposal until the future of a county-wide student transportation consortium has been considered.

Restructuring

7) That effective July 1, 1996, responsibility for student transportation be assigned to the Property, Assessment and Audit Department through the realignment of duties amongst existing full time equivalent positions.

RATIONALE:

The initiatives undertaken by the Board of Education for the City of Hamilton and the Hamilton-Wentworth Roman Catholic Separate School Board have not only realized operational savings during periods of financial restraint, but have also provided both Boards with valuable experiences upon which to build for the future. There have been experiences to celebrate and experiences from which we have learned to conduct our affairs in a different and sometimes more efficient manner.

The recommendations contained in this report are intended to provide a more stable framework for the future.

As is indicated in the Tri-Board Transportation Study, future initiatives may lead to the development of an innovative approach to the delivery of student transportation services throughout the entire county. With the support of the respective Boards, Directors and staff, there is the potential to create a centralized consortium.

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The Board of Education for the City of Hamilton
Fees and Contractual Services - Transportation
Line 16 - 5 Year Summary

	1991		1992		1993		1994		1995		1996
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget
077 Transportation - Home to School											
Taxis & Chartered Buses	4,832,007	4,767,528	4,892,487	4,674,196	4,763,923	4,452,000	4,302,583	4,486,812	4,520,776	4,524,158	3,944,897
Public Transit Fares	485,415	453,795	398,099	387,539	400,969	392,441	511,280	405,330	402,420	370,098	352,779
	5,317,422	5,221,323	5,290,586	5,061,735	5,164,892	4,844,441	4,813,863	4,892,142	4,923,196	4,894,256	4,297,676
078 Transportation - Home to Ontario Schools - Deaf Blind											
	32,841	25,922	24,366	22,350	21,924	25,425	27,184	42,938	15,533	42,217	71,055
080 Transportation - School to School											
Taxis & Chartered Buses	350,181	296,288	239,877	187,388	185,420	172,862	136,915	111,358	99,463	66,709	75,437
Public Transit Fares	89,593	73,052	86,803	51,096	54,680	42,324	46,180	62,986	62,680	75,071	73,680
	439,774	369,340	326,680	238,484	240,100	215,186	183,095	174,344	162,143	141,780	149,117
081 Transportation - Other											
Taxis & Chartered Buses	72,416	61,564	80,137	54,180	65,100	48,858	59,100	47,264	26,600	45,663	31,900
TOTAL	5,862,453	5,678,149	5,721,769	5,376,749	5,492,016	5,133,910	5,083,242	5,156,688	5,127,472	5,123,916	4,549,748

The Board of Education for the City of Hamilton
1996 Budget
Summary of 1996 Transportation Statistics
Line 16

MODE	# OF VEHICLES				CARRIER	# OF PUPILS			
	1995 Budget	95 09 30 Actual	1996 Budget Jan-Jun	1996 Budget Sept-Dec.		1995 Budget	95 09 30 Actual	1996 Budget Jan-Jun	1996 Budget Sept-Dec
Buses	44	36	36	33	Laidlaw	2,480	2,582	2,582	2,582
Mini Bus	3	1	1	1	Laidlaw	63	18	18	18
	47	37	37	34		2,543	2,600	2,600	2,600
Vans	17	23	23	0	Attridge	136	143	143	0
	5	6	6	0	Verma	53	56	56	0
	24	24	24	0	Laidlaw	124	119	119	0
	10	13	13	0	Caledonia	66	77	77	0
	56	66	66	37		379	395	395	210
Taxis	23	25	25	0	Yellow Cab	109	98	98	0
	69	56	56	0	Blue Line	322	272	272	0
	45	38	38	0	Veterans	208	184	184	0
	137	119	119	59		639	554	554	289
TOTAL	240	222	222	130		3,561	3,549	3,549	3,099 *

Notes: Buses/mini vans are paid on a per diem basis.
Vans/taxis are paid on per pupil basis.
* Reduction of 450 students (Board 96 04 18).

The Board of Education for the City of Hamilton
1996 Budget
Transportation

Home to School

Taxis/Buses

Elem.	$ 1,106,478	Buses: (36)			
			* Routes	63	
			** Runs	123	
			Schools	30	
			Routes/Runs shared with H.W.R.C.S.S.B. - 58%		
			Single Runs	15 =	12%
			Double Runs	80 =	65%
			Triple Runs	28 =	23%
			Total Runs	123 =	100%

* Route is vehicle used to deliver all students to all schools (H.B.E. & H.W.R.C.S.S.B.)

** Run is trip a.m. or p.m. picking up & delivering group of H.B.E. children direct to their home school.

		Mini Bus: (1)	Prince Philip
		Noon Buses: (15)	Huntington Park, Ryckman's Crnrs., Lincoln Alexander, Sir Isaac Brock, Sherwood Hts., Thornbrae, Mountview, Vern Ames, Franklin Road, Lisgar, Ridgemount, Woodward, Helen Detwiler, Pauline Johnson, Sir Wilfrid Laurier
			Approximately 2,600 students.
Elem.	2,214,244	Taxis/Vans:	Approximately 360 students - Special Education, Physical Disabilities, students over 1.6 or 2.4 KM, Junior and Senior Kindergarten.
Total Elementary	3,320,722		
D.D.	382,950	Taxis/Vans:	Approximately 110 students.
Sec.	171,125	Taxis/Vans:	Approximately 25 handicapped students.
Voc.	11,100	Taxis/Vans:	Approximately 4 handicapped students.
Total Taxis/Buses	$ 3,885,897		
	59,000	Edulog Software Acquisition	
Total Taxis/Buses	$ 3,944,897		

The Board of Education for the City of Hamilton
1996 Budget
Transportation

Home to School

Public Transit		
Elem.	$ 58,890	Students over 1.6 miles or 2.4 km.
D.D.	10,100	Students not requiring taxi or bus.
Voc.	132,719	Students over 3.2 km.
Sec.	95,070	Students over 3.2 km (Gifted and other Special Education)
Vanier	56,000	Students over 3.2 km.
Total Public Transit	352,779	

Deaf/Blind

Elem.	58,497	19 students to Milton (E.C. Drury) daily
Sec.	12,558	9 students to Brantford (W. Ross MacDonald) and to Milton (Trillium) up Monday and back Friday.
	71,055	

School to School

Taxis/Buses		
Elem.	33,762	English as a Second Language (14 students).
Elem.	21,257	For swimming and Family Studies based on schedule of needs. Trips that occur at least 15 times in a school year.
D.D.	12,502	For swimming, skating, bowling, etc.
	823	Travel Reimbursement - W. Moir
Sec.	7,093	Orth. students - Sherwood (Co-op).
	75,437	
Public Transit		
Elem.	500	For swimming, Design & Technology, Family Studies.
D.D.	500	Shopping Centres, etc.
Sec.	70,000	Bus tickets for Co-op students
Vanier	2,680	Bus tickets for Co-op students
	73,680	

The Board of Education for the City of Hamilton
1996 Budget
Transportation

Other

Taxis/Buses			
Elem.	$	14,000	Trips to Glen Road Resource Management Centre
Sec.		6,000	and ChristieConservation area based on a
		20,000	schedule of trips.
Taxis/Buses			
Elem.		4,200	Trips that occur less than 15 times per school year
D.D.		3,500	(Museum,Hamilton Place, R.B.G., etc.)
Sec.		4,200	Special Needs Students Co-op
		11,900	
TOTAL	$	4,549,748	

Superintendent Responsibility

Finance		
Taxis/Buses	$	4,103,289
Public Transit		297,779
		4,401,068
Program		
Buses-Outdoor Ed		20,000
Co-op Bus Tickets		70,000
		90,000
French Language Section		
Public Transit		56,000
Co-op Bus Tickets		2,680
		58,680
	$	4,549,748

June 7 1996

To : Members of the Operations and Finance Committee

From: Judith Bishop

Regarding: **Review of the Budget Analysis Committee**

When this committee was established by Board motion it was determined that the Operations and Finance Committee review the positive and negative aspects of the committee's work after the budget process was completed. Here are some thoughts:

POSITIVE:

- The committee grew out of a recognition that there is a need to move away from incremental budgeting so as to be able to develop alternatives approaches, to analyze resource implications, and to establish priorities.

- The committee provided an opportunity for dialogue between trustees and officials in a less formal way than through standing committees.

- The committee provided the possibility for looking at long and short term financial savings or revenue generation.

- Working groups were established, to which trustees could belong, which explored issues, and provided information for budget decision making.

NEGATIVE:

- The committee began its work too late; there needs to be a year round process.

- There needs to be an integrated budget process with senior management, not two parallel processes.

- Trustees were not involved early enough in working groups, nor in sufficient numbers.

- The non-attendance of trustee committee members, and the cancelation of meetings, disrupted the work of the committee.

RECOMMENDATION:

The chairs of the standing committees with the chair of the Board or designate meet with senior management and bring a report to September's Operations and Finance Committee as to a Resource Management Strategy which involves trustees.

Hamilton Board of Education
Education Centre
1996 06 11

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

(i) Buchanan Park, Stratford Festival, Stratford, 1996 09 25 (Wednesday)

(ii) Norwood Park, Grade 6, Outdoor Education, Camp Wanakita, Haliburton Area, 1996 10 08-11 (Tuesday to Friday)

(iii) Barton, Grades 10-OAC, Outdoor Education, Algonquin Park, 1996 09 19-21 (Thursday to Saturday)

(iv) Delta, Grades 9-OAC, Girl's Athletic Council trip to World University Games at University of Buffalo in Buffalo, New York, U.S.A. 1996 06 23-25 (Sunday to Tuesday)

(v) Sherwood, Grades 10-OAC, Outdoor Education, Algonquin Park, 1996 09 19-22 (Thursday to Sunday)

Respectfully submitted

D. W. Goodridge
Director of Education
and Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mr. Bucsis (Chairman); Trustees Bishop and Rogers; Mesdames Bramberger, Burns, Dalziel, Kappheim, Kerr Jaskiewicz, Oommen and Simms-Obidi; Mr. Shields.

Also Present: Mesdames E. Collins (Hamilton Principals' Association) and S. O'Brien (Hamilton Secondary School Principals' Council).

Officials Present: Miss E. Bond (Superintendent of Program) and Dr. J. Tomlinson (Project Team Leader - Special Education).

The Committee recommends:

ELEMENTARY/SECONDARY

1. That the Chairman of the Special Education Advisory Committee write a letter to the Minister of Education and Training expressing SEAC's opposition to the reduction in funding for the Day School Program for over 21-year old students, outlining the serious implications for these students.

Respectfully submitted,

Lower Auditorium
1996 05 15

D. BUCSIS
Chairman

AGENDA

SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE

1996 06 27

GENERAL

NEW BUSINESS:

1. Report of the Transportation Committee
2. Budget Shortfall